

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

*Student Services Bldg. SS 110, WSU Vancouver
14204 NE Salmon Creek Avenue, Vancouver 98686
May 20, 2004*

Approximate Times

Tab

8:00 a.m.	<u>WELCOME AND INTRODUCTIONS</u> <ul style="list-style-type: none">• Bob Craves, HECB Chair• Chancellor Hal Dengerink, WSUV	
8:15 a.m.	<u>CONSENT AGENDA</u> <ul style="list-style-type: none">• Adoption of March Meeting Minutes• New Degree Programs for Approval: <p>Doctor of Design @ WSU Spokane <i>Resolution 04-05</i></p> <p>Bachelor of Fine Arts in Digital Arts & Experimental Media @ UW <i>Resolution 04-06</i></p>	1 2 3
	<u>DIRECTOR'S REPORT</u> <ul style="list-style-type: none">• Update on agency activities• Update on 2004-05 high-demand enrollment program• Capital project planning• Status report – Notification of Intent	 4
8:45 a.m.	Bachelor of Science in Electrical Engineering @ EWU <ul style="list-style-type: none">• HECB staff report• Board discussion <i>Resolution 04-07</i>	5
9:15 a.m.	2004 Strategic Master Plan for Higher Education: Introduction and Policy Proposals <ul style="list-style-type: none">• HECB staff briefing• Board discussion• PUBLIC COMMENT	6

- 11:30 p.m. HECB Advisory Council (HB 3103) 7**
- HECB staff briefing
 - Board discussion
- 12:00 noon Lunch (SS 236)
No official business will be conducted.
- 1:00 p.m. Deferral of Board Action on Institutional Academic Program Plans 8**
- HECB staff briefing
Resolution 04-08
- 1:15 p.m. WSU Vancouver Presentation**
- Chancellor Hal Dengerink
- PUBLIC COMMENT
- 2:00 p.m. ADJOURNMENT**

HECB 2004 Meeting Calendar

Date	Location
May 24, Mon 9:00 – 12 noon <i>Public Hearing on the Master Plan</i>	Wenatchee Valley College, Campus Theater, Wells Hall 1300 5 th Street, Wenatchee
May 28, Fri 1:00 – 4:00 p.m. <i>Public Hearing on the Master Plan</i>	Radisson Hotel, Phoenix BC Room 17001 Pacific Highway S, SeaTac
June 2, Wed 1:00 – 4:00 p.m. <i>Public Hearing on the Master Plan</i>	Phase 1 Bldg. Auditorium 668 North Riverpoint Blvd, Spokane
July 22, Thurs.	Eastern Washington University, Cheney
Sept. 23, Thurs.	State Investment Board, Olympia
Oct. 21, Thurs.	Seattle Central Community College
Dec. 9, Thurs.	Tacoma Community College

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.

Location and Directions

- ▷ DRIVING DIRECTIONS
- ▷ CAMPUS MAP
- ▷ PARKING
- ▷ VIRTUAL TOUR
- ▷ PRINT FRIENDLY DIRECTIONS

Location

WSU Vancouver is located on 351 acres about 10 miles north of the Columbia River. The campus currently consists of eight buildings. Other features include a system of pedestrian and bike trails and outdoor amphitheater, a 200-seat lecture hall, art galleries and public art, exercise room, fountain and cafeteria. Future plans include a Student Services Center, sport court and a community college facility.



14204 NE Salmon
Creek Avenue,
Vancouver, WA 98686

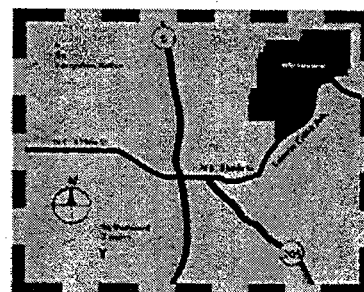
Driving Directions

From Portland or Vancouver:

From I-5 or I-205, take the 134th Street exit. Turn right (east) and follow 134th Street as it turns into Salmon Creek Avenue. Follow the WSU Vancouver signs to the entrance on your left.

From Longview, Olympia, etc.:

From I-5, take the I-205 exit, then immediately take the 134th Street exit. Turn left (east) onto 134th Street and follow as it turns into Salmon Creek Avenue. Follow the WSU Vancouver signs to the entrance on your left.



Parking

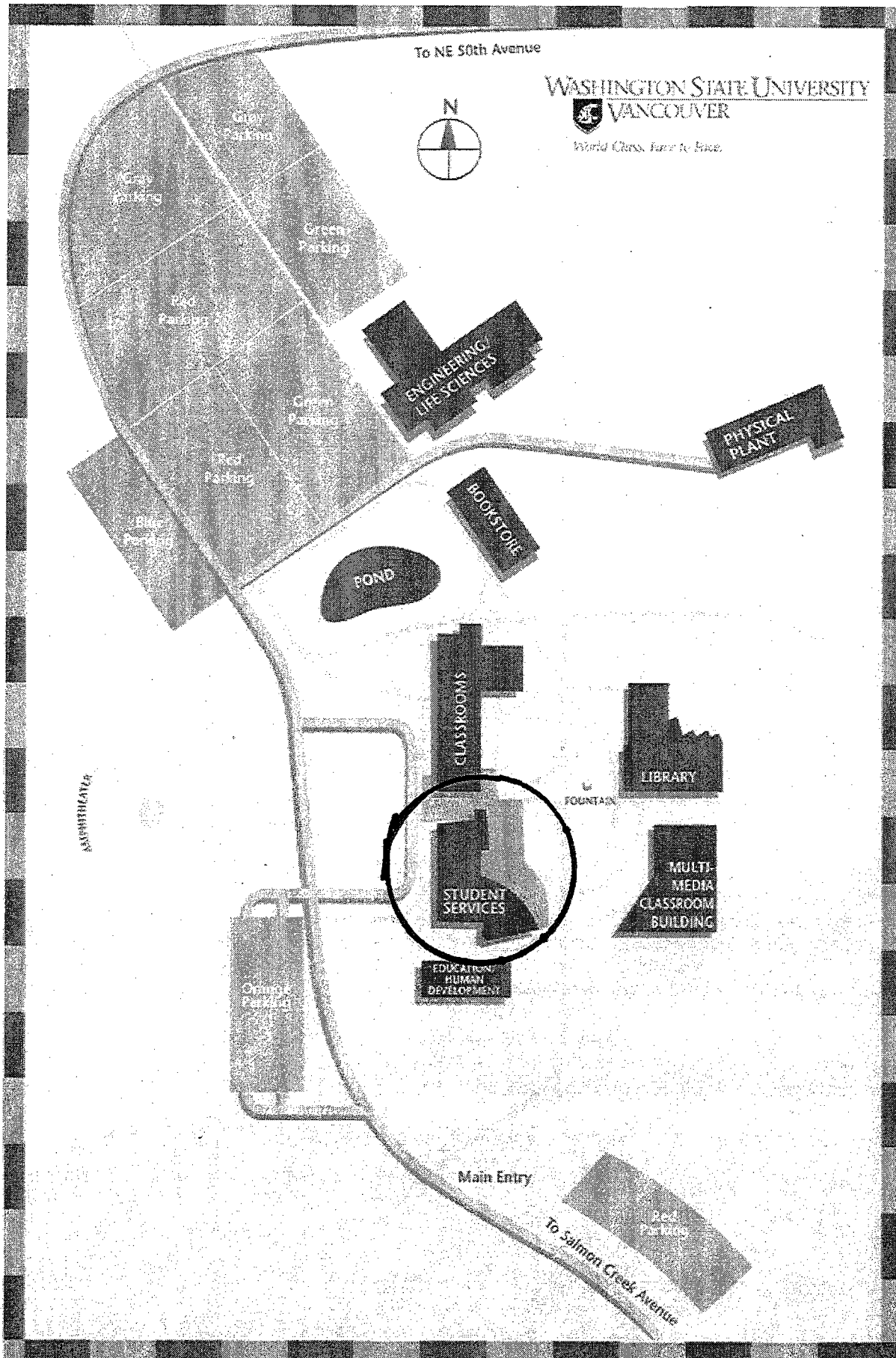
Free 30-minute visitor spots are available on the west side of the Student Services and Classroom buildings. The 30-minute time limit is strictly enforced. Turn the knob on the free meter fully to the right to activate the meter. For longer stays, visitor parking is available at two-hour meter locations or in the Blue lot.

Daily parking is available in the Blue lot on the north side of campus. \$1.50 cash payment must be made at the lot.

The South Red, Green and Orange lots require payment at one the metered parking spots or display of pre-paid permits.

North Red and Gray parking lots are reserved for permit holders.

Parking rules are enforced Monday through Friday, 7:00 a.m. to 7:00 p.m. 30-minute visitor parking and handicapped parking are enforced seven days a week at all times.



W A S H I N G T O N
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May 2004

Minutes of March 25 Meeting

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair and policy chair
Mr. Miguel Bocanegra
Mr. Gene Colin
Ms. Roberta Greene, financial aid chair
Mr. Jesus Hernandez
Mr. Herb Simon, fiscal chair
Dr. Chang Mook Sohn
Dr. Sam Smith

Consent agenda items approved

ACTION: Herb Simon moved to approve all three consent agenda items, with a second from Gene Colin: the minutes of the Board's February meeting, the State Need Grant permanent rules change (**Res. 04-02**), and a new degree program, Master of Occupational Therapy @ EWU (**Res. 04-03**). All three items were unanimously approved.

Director's report – 2004 Strategic Master Plan for Higher Education

Executive Director Jim Sulton discussed some of the major policy initiatives being proposed in the 2004 master plan.

- A new funding model based on outcomes (degrees completed) rather than inputs (number of enrollments);
- A unified statewide system that would utilize an electronic database to help students understand transfer requirements and successfully transfer between institutions;
- Three-year baccalaureate degree programs;

- Financial aid for students who work while attending college part-time; and
- A comprehensive data and information management system that would make the HECB the state's primary source for information about higher education.

Board questions and comments centered on funding issues, as well as the enrollment allocation proposal and the state's ability to complete a regional needs-assessment project; whether raising the admissions bar would serve as an institutional barrier and restrict college access; the need for a more regional approach that allows for greater flexibility for branch campuses and two-year colleges; and accountability and responsiveness of boards to the communities they serve.

The revised timeline for the master plan allows more opportunity for input during three public hearings (Wenatchee, SeaTac, and Spokane) in addition to public comment during the Board's May 20 and July 22 meetings. The final plan will be ready for distribution in late August.

Proposal by EWU to establish a bachelor of science in electrical engineering

Sulton expressed his gratitude to Presidents Steve Jordan of Eastern Washington University and Ron LaFayette of North Seattle Community College and other school officials for their hospitality during his recent visit to each campus to discuss Eastern's proposal. HECB Associate Director Elaine Jones summarized the proposal and staff analysis.

EWU Provost Brian Levin-Stankevich and EWU Dean of Graduate and Undergraduate Studies Ron Dalla provided an overview of the proposal. Eastern Washington University is proposing to establish an electrical engineering baccalaureate program in conjunction with North Seattle Community College. In fall 2004, the university proposes to offer the upper division component of a 2-plus-2-partnership program at North Seattle Community College, with the community college delivering the lower division courses. In fall 2006, the university would establish a complete four-year program at the main campus in Cheney.

Public comment on the proposal was provided by the following representatives:

EWU - Dr Brian Levin-Stankevrich, EWU Provost & Vice President of Academic Affairs
Dr. Ronald Dolla, EWU Dean of Graduate Studies
Dr. Michael Brzoska, Chair, Dept. of Engineering Tech. & Multi Media Design

Seattle University - Dr. George Simmons, Seattle University Dean
Howard Wright, Chair, College of Science & Engineering

North Seattle Community College - Pres. Ron LaFayette
Dr. Tom Griffith, Dean, Math, Science & Social Science

Independent Colleges of Washington - Ms. Violet Boyer, President & CEO

American Electronics Association - Terry Byington, Executive Director.

A complete transcript of the Board discussion and public comment on the electrical engineering proposal is available by contacting the HECB office.

2004 legislative report

Bruce Botka, director of government relations and policy, gave an update on the legislative session and the governor's action since the session ended on March 11.

- High-demand enrollments –The supplemental budget includes approximately \$3.5 million to be allocated by the HECB and the State Board for Community and Technical Colleges. The budget sent to the governor would allow the addition of 324 new enrollments in high-demand fields in the 2004-05 academic year. The HECB will issue a Request For Proposals and administer the grants for the 4-year colleges. As passed by the Legislature, the measure would allow private colleges to compete with the public universities for high-demand funding.
- HECB Roles and Responsibilities – As passed by the Legislature, House Bill 3103 creates a 10-member advisory council, including representatives from K-12 and the state's institutions. The legislation also calls for the HECB to produce an education cost study every four years, which provides an analysis of the state's investment in higher education instructional programs. A process for P-16 collaboration is also included in the measure.
- Transfer and articulation – The governor has signed HB 2382, which will create three specific projects aimed at improving the transfer system for students.
- Future Teachers Conditional Scholarships and Loan Repayments – The governor has signed House Bill 2708, which consolidates a number of existing programs and makes available approximately \$440,000 for new conditional scholarships for teachers; a loan repayment component was added.
- Branch Campuses – HB 2707 also has been signed into law by Gov. Locke. This bill calls for the state's five branch campuses to make recommendations to the HECB regarding their "future evolution." The HECB will study the proposals and report to the Legislature by Jan. 15, 2005.
- Affirmative action in college admissions – This legislation proposed by the Governor was not approved by the Legislature.

Supplemental operating budget

Gary Benson, HECB senior associate director, summarized the provisions of the state's 2004 supplemental operating budget. The state general fund for the 2003-05 biennium is \$23 billion, with higher education making up about \$2.4 billion of that total. The supplemental operating budget added approximately \$30 million for higher education. Of that amount, \$17.5 million will be used to support approximately 2,960 additional enrollments – including \$7.2 million for high-demand enrollments (divided between the HECB and SBCTC) and \$10.4 million to support general enrollments. In addition, \$2.3 million was added to the Promise Scholarship, which will increase the Promise award to 51 percent of community college and technical college tuition. The State Need Grant received an additional \$4.5 million to cover the increase in the number of

high-demand enrollment slots. The Health Professional Scholarship and Loan Repayment Program will be tripled in size from approximately \$1 million to \$3 million.

Supplemental capital budget

Jim Reed, HECB associate director, presented highlights on the overall supplemental capital budget for higher education, which provides an additional \$114.9 million over the 2003-05 biennial budget. The \$114.9 million includes \$1.5 million in general state bonds and \$114.6 million in Gardner-Evans bonds, which are to be issued over a six-year period for higher education capital projects.

Academic progress report

Benson provided highlights of the agency's Academic Progress Report. The 2003 Legislature passed Senate Bill 5135, which directs institutions to develop policies to ensure that undergraduates complete their degree and certificate programs in a timely manner.

Policy Chair Selby said that the Policy Committee concluded there is no great need for the Legislature to take action at this time regarding "lingering students." The committee also recommends that the current law that allows institutions to impose a tuition surcharge on students that have accumulated excess credits is sufficient. In addition, the committee recommends that any state goals for efficiency should be expressed broadly enough that institutions are able to determine how best to make progress toward those goals.

ACTION: Gay Selby moved to consider **Res. 04-04**, approving the Policy Committee's recommendations on academic progress. **Roberta Greene** seconded the motion, which was unanimously approved.

New approach to higher education accountability

Nina Oman, HECB associate director, presented a report on redesigning the current accountability system so that it is in alignment with the strategic master plan. A series of meetings with institutional representatives will be held over the next three to four months to develop performance indicators and work on data collection. A new accountability proposal will be available in July.

Fred Campbell, UW dean and vice provost emeritus for undergraduate education; and Jane Sherman, WSU associate vice provost for academic affairs, provided comments.

The meeting was adjourned at 2:36 p.m.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 04-02

WHEREAS, Current State Need Grant rules (WAC 250-20-041 [3][b]) limit the maximum value of the grant that any student receives to the value of the student's charges for tuition and fees; and

WHEREAS, The maximum value of the State Need Grant award is based on the average tuition and fees charged to a student taking 15 credits; and

WHEREAS, The community and technical college system is implementing a tuition and fee scale that charges all students by the actual number of credit hours taken; and

WHEREAS, The value of the annual 2003-04 State Need Grant award for community and technical college students who are taking 12 credits is about \$14 greater than the actual annual tuition and fees charged to these student; and

WHEREAS, The State Need Grant workgroup is actively examining the policy of connecting the value of the grant to the price of tuition; and

WHEREAS, The workgroup recommended that the value of the grant be allowed to temporarily exceed the cost of tuition for individual students by no more than \$50; and

WHEREAS, The Board authorized staff to file proposed rules to implement a temporary exception to the existing rule for the 2003-04 and the 2004-05 academic years; and

WHEREAS, Staff filed the notice of proposed changes as WSR 04-03-108, held a public hearing, and prepared the proposed rules for adoption;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts as permanent rules the changes proposed to Washington Administrative Code 250-20-041 (3)(b).

Adopted:

March 25, 2004

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 04-03

WHEREAS, Eastern Washington University has requested approval to establish a Master of Occupational Therapy; and

WHEREAS, The program responds to a new requirement established by the Accreditation Council for Occupational Therapy Education mandating that the profession be educated at the graduate level; and

WHEREAS, The program will be recognized as fully accredited by the Accreditation Council for Occupational Therapy; and

WHEREAS, The program will address the demand for occupational therapists, especially in rural areas of Eastern Washington; and

WHEREAS, The diversity plan and student learning outcomes and assessment methodologies are exemplary; and

WHEREAS, Eastern Washington University has agreed to provide revised course syllabi, satisfactory to HECB staff, by July 1, 2004;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to establish a Master of Physical Therapy, effective immediately.

Adopted:

March 25, 2004

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 04-04

WHEREAS, In 2003, the Legislature passed and the Governor signed into law Senate Bill 5135, a bill dealing with student academic progress; and

WHEREAS, The law directed each public four-year institution and the State Board for Community and Technical Colleges (SBCTC) to develop policies to ensure that undergraduate students complete their degree and certificate programs in a timely manner; and

WHEREAS, These policies were to address students who (1) accumulate more than 125 percent of the credits required to complete their degree or certificate programs; (2) drop more than 25 percent of their course loads; and (3) remain on academic probation for more than one quarter or semester; and

WHEREAS, The law required each public four-year institution and the SBCTC to report to the Higher Education Coordinating Board by January 30, 2004 on the policies adopted regarding student academic progress, including baseline data on the number and characteristics of the students affected by these policies; and

WHEREAS, The Higher Education Coordinating Board was charged with summarizing these reports and developing recommendations for additional legislative action, including whether increased tuition and fees should be uniformly charged to students as an additional incentive for timely completion of degree and certificate programs; and

WHEREAS, The public four-year institutions and the SBCTC submitted their reports and made presentations to the Board on February 17; and

WHEREAS, The Higher Education Coordinating Board reviewed a summary of the institutions' reports on February 17 and submitted the summary to the Legislature's higher education committees on March 1; and

WHEREAS, The Higher Education Coordinating Board submitted the 2004 Interim Strategic Master Plan for Higher Education to the Legislature on December 15 and is in the process of finalizing the 2004 Strategic Master Plan for Higher Education; and

WHEREAS, The 2004 Strategic Master Plan for Higher Education likely will address efficiency in the areas of enrollment, accountability, and performance contracts;

THEREFORE, BE IT RESOLVED, That, at this time, the Higher Education Coordinating Board does not recommend that the Legislature take any specific action regarding student academic progress and that such recommendations, if any, will be included in the 2004 Strategic Master Plan for Higher Education; and

THEREFORE, BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board believes that the current statutory provision allowing individual institutions to collect tuition surcharges from students who are not making adequate academic progress is sufficient; and

THEREFORE, BE IT FURTHER RESOLVED, That state goals for efficiency in higher education should be expressed broadly to allow colleges and universities to determine how best to make progress toward the goals, while recognizing differences in student needs and the missions of the individual colleges and universities.

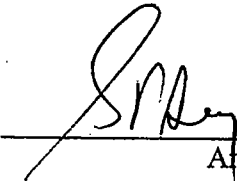
Adopted:

March 25, 2004

Attest:



Bob Craves, Chair



Ann Ramsay-Jenkins, Secretary



May 2004

Doctor of Design Washington State University Spokane

INTRODUCTION

Washington State University Spokane is seeking Higher Education Coordinating Board approval to offer a Doctor of Design at its Interdisciplinary Design Institute in Spokane. Existing degree offerings at the Institute include architecture, construction management, interior design, and landscape architecture. The Institute provides opportunities for each of these disciplines to reinforce individual disciplinary knowledge and skills, while developing interdisciplinary depth of understanding.

PROGRAM NEED

The proposed Doctor of Design is geared for individuals who are well-versed and professionally advanced in a design career and want to make original contributions to, and critical assessments of their fields and the environments in which they function. The program would produce design professionals who can bridge practice, design education, and research. It will be the only one of its kind in Washington state and the Western United States. Harvard is the only university that currently offers a Doctor of Design.

Occupational demand for the program is based on occupational employment projections published by the United States Bureau of Labor Statistics; job openings for faculty posted in *The Chronicle of Higher Education*, *American Collegiate Schools of Architecture News*, *Interior Design Educators Council Web Site*, and the *Council of Educators in Landscape Architecture News*, interview with local professionals; and numerous inquiries in anticipation of receiving final approval by the Board from interested students in Spokane, Washington, other states in the United States, and Canada.

PROGRAM DESCRIPTION

The Doctor of Design requires completion of 72 semester hours beyond the bachelor's degree, including 18 hours of foundation coursework, 3 semester hours of coursework in a concentration area (e.g., history, theory, and criticism, physical design, or people and place), 34 semester hours of coursework (500 level or above), and 20 semester hours of directed study/dissertation. Courses will be taught on site and via distance education technologies. Adding this program will require the addition of two faculty, three part-time support staff, and a library collection. Other program support would be handled through existing resources. The Doctor of Design will be administered and resourced at WSU Spokane with faculty resources located at both the WSU Pullman and Spokane campuses.

At full enrollment by year five, the program is expected to serve 16 full-time students and six part-time students. It is anticipated that full-time students with a design background would earn the degree in three years.

ASSESSMENT AND DIVERSITY

The proposal presents exemplary program objectives, student learning outcomes, and related evaluation methodologies. For example, the program will provide students with opportunities to:

1. enhance their research and analytical skills within the pedagogy of design-oriented investigation, critical synthesis, and problem-solving;
2. acquire advanced knowledge specific to their concentration area through comprehensive investigations and documentation; and
3. develop interdisciplinary critical design and synthesis process skills.

The student learning outcomes emphasize demonstrated evidence in scholarly work, mastery of design research methodology, development of creative and original work, and command of oral, written, and graphic communication. Mechanisms for program assessment include consultation with advisory boards, self-assessment reports, and exit interviews and surveys with program participants. Finally, the proposed program will participate in several diversity programs administered by the university.

REVIEW PARTICIPANTS

The proposal was shared with the other public baccalaureate institutions for their review and comment. Central Washington University, Eastern Washington University, and the University of Washington endorsed WSU's proposed Doctor of Design.

Two external reviewers commissioned by WSU also endorsed the proposal. Dr. Denise A. Guerin, Chair of the Interior Design Program at the University of Minnesota, noted that the addition of a program such as the one proposed by WSU is critical. The need for additional doctoral programs is high nationally and internationally. Dr. Guerin also noted that the faculty

members appear to be very well qualified to carry out the program. Dr. Frederick Steiner, Director of the College of Architecture and Environmental Design at Arizona State University stated that the proposed program is well positioned to provide national leadership in the design disciplines. Dr. Steiner also mentioned that a major strength of the proposal is its interdisciplinary nature and three areas of concentration – history, theory, criticism; physical design; and people and place. Both reviewers also shared a couple of suggestions to enhance the proposal.

PROGRAM COSTS

The Doctor of Design would be supported through a combination of reallocation and new funds. Program costs at full enrollment would be about \$14,203 per FTE student.

STAFF ANALYSIS

Students and employers should find WSU Spokane's proposed Doctor of Design highly appealing. The external reviews attest to the need for and the quality of the program. Offering the program at WSU's Interdisciplinary Design Institute in Spokane will provide students with rich research capacity and resources, access to a city-region that provides a text and a laboratory for intervening in urban and suburban issues, and exposure to flourishing graduate programs that would enhance the intellectual climate of the Doctor of Design. The program costs are reasonable, and the assessment and diversity plans are exemplary.

RECOMMENDATION

The Washington State University Spokane proposal to establish a Doctor of Design is recommended for approval, effective May 20, 2004.

RESOLUTION NO 04-05

WHEREAS, Washington State University Spokane is requesting Higher Education Coordinating Board approval to establish a Doctor of Design at its Interdisciplinary Design Institute; and

WHEREAS, There appears to be sufficient student interest and employer demand for the program; and

WHEREAS, The program has been reviewed and received support from numerous reviewers; and

WHEREAS, The program has the potential to make major contributions to the design profession; and

WHEREAS, The costs are reasonable for a program of this nature;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University Spokane request to establish a Doctor of Design at its Interdisciplinary Design Institute, effective May 20, 2004.

Adopted:

May 20, 2004

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



May 2004

Bachelor of Fine Arts in Digital Arts and Experimental Media University of Washington

INTRODUCTION

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Bachelor of Fine Arts in Digital Arts and Experimental Media. The program is designed to establish the University of Washington as one of the leading institutions for the creation and study of new and experimental genres of digital arts and culture. In September 2003, the Board approved the university's Doctor of Philosophy in Digital Arts and Experimental Media.

PROGRAM NEED

According to the proposal, the digital era places fundamental and substantial new requirements on artists who seek to engage fully in discovery and invention. Three important needs will be met through the undergraduate program in digital arts and experimental design:

1. The program will focus on the new sets of core tools, concepts, and methods that prepare students for professional activity and advanced graduate research in this demanding new field;
2. The program will bring together the multiple disciplines and genre-specific skill sets involved in digital arts practice early in students' undergraduate studies; and
3. The program is designed to accommodate the needs of students majoring in the program, while also providing access to courses for the university's broader student population.

PROGRAM DESCRIPTION

The program would be administered by the UW's Center for Digital Arts and Experimental Media (known as DXARTS). DXARTS represents a wide range of arts practice and research, including digital video, digital media arts, computer music and sound art, computer animation, and design computing. Together, these disciplines depend on the collaboration of artists, engineers, and scientists, and they converge to create a distinct multidisciplinary community of artists and scholars whose work is recognized as digital arts and experimental media.

The bachelor of fine arts would be a five-year program, requiring completion of 125 credits – including core, laboratory, and elective courses, research studios, and a thesis. Unlike similar bachelor's degrees, which can serve as initial professional studio art degrees, the UW BFA is primarily a pre-graduate, research-oriented degree. It signifies that its graduates are prepared to pursue graduate studies and creative and technical research, as well as contribute to the expansion of knowledge in digital arts and experimental media.

The program would be supported by a cadre of outstanding core and adjunct faculty from the College of Arts and Sciences, the College of Architecture and Urban Planning, and the College of Engineering. At full enrollment, the program would serve 36 undergraduate majors.

ASSESSMENT AND DIVERSITY

The proposal outlines an assessment plan with related goals and objectives, as well as student learning outcomes and evaluation methodologies. Graduates of the program would be digital and experimental artists who:

- work with technical sophistication, intellectual rigor, and artistic fluency in a rapidly emerging field;
- demonstrate their knowledge and ability to create artistic works through the use of technology, while finding connections between their work and applications in the more conventional working world; and
- explore new directions based on a balance between scientific research and artistic discovery.

The proposal also outlines a diversity plan with related strategies for recruiting and supporting a diverse faculty and student body. In both program activities and in the Center for Digital Arts and Experimental Media, students would experience the expression of the diverse cultural and social values of their instructors, their classmates, and themselves.

REVIEW PARTICIPANTS

Two external reviewers evaluated the proposal: Dr. Stephen Wilson, director of the Conceptual Information Arts Program at San Francisco State University, and Dr. Ron Brolio, assistant professor of the School of Literature, Communication, and Culture at the Georgia Institute of Technology. Both reviewers were positive and constructive, and recognized the merits of this innovative interdisciplinary program. Additionally, the program was reviewed by the other public baccalaureate institutions. Central Washington University and Eastern Washington University extended their support of the proposal.

PROGRAM COSTS

The budget for the program in digital arts and experimental media has been funded through the University of Washington's University Initiative Fund (UIF) since 2001. The UIF provides the program with \$700,000 annually to support the Center for Digital Arts and Experimental Media, as well as bachelors and graduate degree programs in digital arts and experimental media. The average program cost per FTE student at full enrollment is \$12,500. This cost is approximately the same as the average for undergraduate education in Arts and Letters at the University of Washington, according to the Higher Education Coordinating Board's *2001-2003 Education Cost Study*.

STAFF ANALYSIS

The BFA in Digital Arts and Experimental Media is an innovative proposal that promises to bring greater recognition to the university, as well as contribute to deepening the quality and impact of undergraduate research and exploration in this emerging field. It also will help define the academic, creative, technical, and professional standards for undergraduate research and practice in this field. It would be supported by a strong cadre of faculty, and funded at a level to ensure high quality teaching and learning.

RECOMMENDATION

The University of Washington proposal to establish a Bachelor of Fine Arts in Digital Arts and Experimental Media is recommended for approval, effective May 20, 2004.

RESOLUTION NO. 04-06

WHEREAS, The University of Washington proposes to establish a Bachelor of Fine Arts in Digital Arts and Experimental Media; and

WHEREAS, The program will provide rigorous studies and research in digital arts and experimental media and produce a generation of artists who will be prepared to practice in this emerging field and pursue advanced studies; and

WHEREAS, The external reviews attest to the high quality of the program and faculty; and

WHEREAS, The assessment and diversity initiatives are appropriate for the program; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Fine Arts in Digital Arts and Experimental Media, effective May 20, 2004.

Adopted:

May 20, 2004

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

May 2004

Status Report – Notification of Intent

INTRODUCTION

In January 2001, the Higher Education Coordinating Board (HECB) adopted revised *Guidelines for Program Planning, Approval and Review*, in order to expedite and improve the process for the institutions and HECB alike. One of the major changes in the *Guidelines* includes a new program review and approval process for existing degree programs proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods.

The process requires an institution to submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

HECB staff members post the institution's NOI on the HECB Web site within five business days of receipt, and via email, notify the provosts of the other public four-year institutions, the Washington Association of Independent Colleges and Universities, the Inter-Institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves the existing degree program proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods. If there is controversy, the HECB will employ its dispute resolution process.

STATUS REPORT

From February 18, 2004 through May 20, 2004, the HECB Executive Director has approved the following existing degree programs in accordance with the NOI process:

Institution	Degree Title	Location	FTE Enrollment	Approval Date
WWU	MEd Educational Administration	Anacortes	15-20	March 4, 2004
WWU	BA Environmental Policy	Port Angeles, Oak Harbor, Bremerton	20-25	May 7, 2004
WWU	BS Environmental Science		20-25	May 7, 2004

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

May 2004

Bachelor of Science in Electrical Engineering
Eastern Washington University

INTRODUCTION

The Higher Education Coordinating Board (HECB) is scheduled to act during its May 20 meeting, on a proposal by Eastern Washington University (EWU) to establish bachelor of science degree programs in electrical engineering at North Seattle Community College (NSCC) in fall 2004, and at the main campus in Cheney in fall 2006. Under state law, the HECB is directed to approve proposals for new degree programs from the state's public four-year college and universities.

At its March 25 meeting, the Board reviewed the proposal with its staff and representatives of Eastern Washington University, heard public testimony, and decided to issue a decision on the proposal on May 20. The staff's report to the Board and several appendices are available in the Board's March 2004 meeting packet at the following web site:

<http://www.hecb.wa.gov/docs/packets/2004/March/boardpacket.pdf>

A copy of the university's original proposal is available upon request at the HECB office in Olympia.

This document contains a brief overview of the proposal, the HECB staff's findings, and a recommendation for Board consideration.

SUMMARY OF EASTERN WASHINGTON UNIVERSITY PROPOSAL

On December 1, 2003, EWU submitted a proposal to offer a new Bachelor of Science in Electrical Engineering (BSEE) degree through two different methods of delivery. A more complete description of the prospective program appeared in the information packet for the Board's meeting on March 25, 2004. The EWU proposal may be summarized as follows:

- In fall 2004, the university would begin offering upper-division courses at North Seattle Community College leading to the BSEE degree. Students from NSCC and other community colleges – and presumably other four-year colleges – would be admitted to the degree program after completing necessary prerequisites. The program at North Seattle would initially enroll 25 full-time equivalent students and is projected to grow to 40 FTE by 2008. As initially proposed, the program would include one full-time faculty member at NSCC. At least one additional full-time tenure track faculty member would be stationed at North Seattle Community College by 2004-05.

- In fall 2006, the university would begin a full four-year baccalaureate program at the main campus in Cheney. Because all four years of the program would be available at the main campus, students could enroll as freshmen at EWU or transfer from other institutions. This program initially would enroll 20 FTE and is projected to grow to 30 FTE by 2008. Instruction would be provided primarily on-site at Cheney.

The two-phase EWU proposal marks the first time in Washington that a regional comprehensive university has sought state approval for an electrical engineering baccalaureate degree program. The university's eligibility was established through the enactment in 2003 of special legislation that permitted all Washington public universities to offer electrical engineering programs, subject to HECB approval. Previously, electrical engineering was one of the "major lines of instruction" reserved in state law for the University of Washington and Washington State University. Both of the public research universities offer bachelor's programs in this field, as do Gonzaga University, Henry Cogswell College, Seattle Pacific University, Seattle University and Walla Walla College.

HECB PROGRAM APPROVAL GUIDELINES

The Board evaluates and approves new degree programs in accordance with the statutory direction in RCW 28B.80.340, as described in its January 2001 Guidelines for Program Planning, Approval and Review. To earn the Board's approval, an institutional proposal, informed by staff analysis, external review and public comment, must document the following elements:

1. Clear evidence of state need for the program and consistency with the institution's mission;
2. A development plan and proposed budget, including the amounts and sources of all funds;
3. Assurance that external and internal reviews attest to the quality of the program;
4. Avoidance of unnecessary duplication of existing programs;
5. A plan to assess overall program progress and effectiveness, including student achievement and learning outcomes;
6. A plan to expand opportunity for students from segments of the state population that have been historically under-represented in college participation; and
7. The appropriate use of technology to support instruction.

FINDINGS AND RECOMMENDATIONS FOR BOARD ACTION

The HECB staff submits the following findings and recommendations for consideration by the Board at its May 20 meeting.

Eastern Washington University deserves to be commended for its responsiveness to the state's information technology industry – primarily represented by the AeA, formerly known as the American Electronics Association – in developing the 2003 legislation that cleared the way for EE programs at the regional universities, and in expeditiously submitting the program proposal and additional clarifications to the HECB. The university has been consistently responsive to the requirements of this process and the information needs of the HECB and its staff.

While the staff cannot recommend the Board's approval of the EWU proposal as submitted, it does recommend conditional approval of the proposal to establish the BSEE program at the main campus in Cheney, beginning as early as fall 2005. The rationale for this recommendation appears below.

Evidence of need

The university has not clearly demonstrated the state's need for the proposed programs, as called for in the Board's degree approval guidelines. In the near term, it appears the state has a sufficient supply of electrical engineers – and a sufficient number of students who are on track to receive EE degrees from existing programs – to meet industrial employment needs in Washington during a soft job market. There is significant disagreement about whether or when employment in this field will rebound. The Board heard testimony during its March 25 meeting that many recent electrical engineering graduates and experienced professionals remain unemployed despite excellent academic and career records. Further, some experts believe recent corporate out-sourcing of electrical engineering jobs to other countries reflects a fundamental restructuring of operations by U.S. employers that will suppress long-term job growth for electrical engineers and others in related fields. (For further discussions of this issue, see the December 2003 and January 2004 editions of *PRISM Magazine*, a publication of the American Society for Engineering Education.)

Rather than authorizing new offerings in the same regions served by existing programs, the state could better address future job growth in this field by increasing its standing investment in the successful, publicly supported programs at the University of Washington in Seattle and at Washington State University in Pullman. In this context, it is important to note that significant unused enrollment capacity exists at private universities in Seattle, Spokane and elsewhere – again, in the same areas that would be served by EWU's proposed programs. Further, the Legislature and Governor last year directed Washington State University to create and operate a state institute for engineering and science at its Vancouver campus in Southwest Washington. The HECB staff expects the university to seriously consider offering its existing EE program through the Vancouver campus as part of its effort to address economic development and job opportunities in the Vancouver-Portland, Oregon metropolitan area.

Neither has Eastern Washington University convincingly demonstrated sufficient interest by qualified prospective students to participate in the proposed programs at North Seattle Community College or at the main campus in Cheney. EWU reports that more students seek admission to the existing UW and WSU programs than enroll each year. But a student's expressed desire to attend a program does not necessarily mean the student qualifies for admission. EWU cites estimates that a number of community college students might seek admission to a new public university program, but these estimates are based on a limited survey of students from only one community college. A small number of those students pursued education in fields related to electrical engineering. The HECB staff did not feel these estimates were sufficient to justify support for the university's proposal.

Program quality

The university has not demonstrated the proposed programs will achieve the high quality that is required to earn HECB approval. The staff bases this judgment on several factors.

The primary difficulty may be the university's generally laudable effort to respond to attempts by industry to convince the state to expand existing engineering programs in the face of severely restricted funding. The AeA has expressed particular frustration that the University of Washington did not enlarge its program in Seattle during the technology boom of the late 1990s, despite repeated urging by industry to do so. In its attempt to be responsive to industry needs, especially in the Seattle area, Eastern Washington University has offered what amount to *two* distinct, new degree programs in one proposal. In an effort to begin immediately serving students at the NSCC location, the university has proposed to offer the final two years of the BSEE program *before* the four-year program is established at Cheney.

This approach causes serious concern. It is unprecedented in Washington for a university to propose establishment of a complex new baccalaureate degree program at a remote site *before* that program is well established at the main campus. In particular, the proposal for the North Seattle Community College campus is lacking in the number of full-time faculty and instructional staff on-site and in provisions for the wide range of student opportunities for research, personal lab instruction, and other components of the existing programs at the UW and WSU. The HECB staff believes EWU – and state residents – would be better served if the university brought forward a more focused proposal to establish a four-year bachelor of science in electrical engineering program at the main campus in Cheney before extending a portion of that program to a location at the opposite end of the state.

The North Seattle portion of EWU's proposal is inadequate for other reasons as well. The community college campus lacks an upper-division component – neither teaching faculty, graduate assistants nor support services for four-year university students are currently available there – and the proposal does not contemplate a significant investment of resources in those areas. This situation severely limits the availability of elective courses to students at the North Seattle campus. In sum, it is unlikely that the electrical engineering students who would enroll this fall, as proposed by the university, would have the high-quality university experience that Washington State residents require.

Resource considerations

The issue of proposed funding for the new programs bears directly on the issues of quality. While there may be debate over the adequacy of EWU's proposed funding, the HECB staff has concluded that the proposed level of state investment is insufficient to support the number and quality of needed faculty and instructional staff – particularly at the NSCC site – as well as necessary student advising and counseling services. These are only two critical components of the electrical engineering proposal. Eastern's projected direct program costs at full enrollment (beginning in 2007-08) will not enable the program to achieve the high quality that industry seeks and state residents should expect.

One result of this under-funding would be felt directly by students: at 23 students per full-time faculty member, Eastern's program would have larger average class sizes than any other program in the state. By comparison, the student-faculty ratio is 15-to-1 at Gonzaga University, 17-to-1 at Henry Cogswell College, 13-to-1 at Seattle Pacific University, 11-to-1 at Seattle University, 18-to-1 at the University of Washington and Walla Walla College, and 12-to-1 at Washington State University.

This combination of few full-time EWU faculty and staff – especially at the North Seattle Community College site – larger than average class sizes, and inadequate provisions for critical student services forces the HECB staff not to recommend approval of the proposal that is before the Board without making certain revisions.

Recommendation for HECB action

Eastern Washington University is asking the HECB's approval for a degree proposal that is, in essence, two programs within one proposal. This approach is problematic and has prompted the HECB staff to recommend the Board:

- 1. Reject the portion of EWU's proposal that calls for creation of a BSEE program at North Seattle Community College beginning in fall 2004.** The staff believes the university, its students, and the state's citizens would be better served if EWU established new programs on its main campus before transporting them to remote locations, especially sites where it has no standing presence.
- 2. Grant *conditional* approval to EWU to establish a BSEE program at the main campus in Cheney that may begin as early as fall 2005.** This conditional approval is recommended because the proposal would need to be amended and updated to reflect the fact that it would be initiated at Cheney rather than at North Seattle Community College. This conditional approval would require the university to fulfill the following requirements, subject to the approval of the HECB executive director, before admitting students into the new program:
 - Update the documentation of need for a new program in the Spokane metropolitan region and Washington state in sufficient time to allow for the recruitment of students and the recruitment/hiring of faculty, prior to program initiation;
 - Attain an annual average student-to-faculty ratio (measured on the basis of full-time equivalents) of no more than 18 electrical engineering FTEs to one full-time electrical engineering faculty to ensure adequate program quality and individual student attention. Future plans must describe a process to expand the faculty to include additional full-time and part-time faculty necessary to sustain this faculty-student ratio or a ratio required by ABET for accreditation;

- Establish a program advisory committee *before* the start of the proposed program to ensure the curriculum responds to emergent and future needs and opportunities for electrical engineering students and employers;
- Create a plan to recruit and retain a diverse student population in the new program, specifically focused on the Cheney campus;
- Specifically address the sources and amounts of funding that will be needed to establish and operate a program, taking into consideration that high-demand enrollment funding may not be made available by the state; and
- Seek full accreditation for the program at Cheney, after the first class graduates, from the Accreditation Board for Engineering and Technology *before* proposing expansion to remote locations.

RESOLUTION NO. 04-07

WHEREAS, Eastern Washington University has requested Higher Education Coordinating Board (HECB) approval to establish Bachelor of Science in Electrical Engineering (BSEE) programs at North Seattle Community College and at the university's main campus in Cheney; and

WHEREAS, The university is to be commended for its responsiveness to requests by the AeA (formerly known as the American Electronics Association) to establish an electrical engineering program in the Seattle area to complement existing EE programs at public and private universities; and

WHEREAS, The university has not clearly demonstrated the state's need for a new publicly-funded BSEE program in addition to the existing programs at the University of Washington, Washington State University, and several private colleges and universities across the state; and

WHEREAS, Neither has the university clearly demonstrated sufficient interest among qualified prospective students to participate in the proposed programs; and

WHEREAS, The university has not demonstrated the proposed programs will achieve the high quality that is required to earn HECB approval, in part because the proposal does not identify the resources needed to hire sufficient numbers of qualified faculty to establish and maintain the programs as proposed;

THEREFORE, BE IT RESOLVED, That the HECB does not approve the BSEE proposal as submitted by Eastern Washington University to establish a program at North Seattle Community College in fall 2004; and

THEREFORE, BE IT FURTHER RESOLVED, That the HECB conditionally approves the university's proposal to establish the BSEE program at the main campus in Cheney, on condition that the university fulfill the following requirements before beginning the program, subject to the approval of the HECB executive director:

- Update the documentation of need for a new program in the Spokane metropolitan region and Washington state in sufficient time to allow for the recruitment of students and the recruitment/hiring of faculty, prior to program initiation;
- Attain an annual average student-to-faculty ratio (measured on the basis of full-time equivalents) of no more than 18 electrical engineering FTEs to one full-time electrical engineering faculty to ensure adequate program quality and individual student attention. Future plans must describe a process to expand the faculty to include additional full-time and part-time faculty necessary to sustain this faculty-student ratio or a ratio required by ABET for accreditation;

- Establish a program advisory committee *before* the start of the proposed program to ensure the curriculum responds to emergent and future needs and opportunities for electrical engineering students and employers;
- Create a plan to recruit and retain a diverse student population in the new program, specifically focused on the Cheney campus;
- Specifically address the sources and amounts of funding that will be needed to establish and operate a program, taking into consideration that high-demand enrollment funding may not be made available by the state; and
- Seek full accreditation for the program at Cheney, after the first class graduates, from the Accreditation Board for Engineering and Technology *before* proposing expansion to remote locations.

Adopted:

May 20, 2004

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Overview of Policy Proposals

This document contains preliminary policy proposals that are being considered for the final 2004 Strategic Master Plan for Higher Education.

Goal 1: Increase opportunities for students to earn degrees – increase by about 20 percent the total number of students who earn college degrees and complete job training each year.¹

Goal 2: Respond to the state’s economic needs – expand opportunities in high-demand fields; increase state funding for university research; and increase the number of students who complete job training programs and the proportion of basic skills students who demonstrate skill gains.

Policy Proposals

1. Enrollment Allocation

Team Leader: Gary Benson, (360) 753-7864 or garyb@hecb.wa.gov

The final plan will recommend how much new enrollment capacity is needed and when and how it should be apportioned based on geography, educational sector, state economic needs and other factors. This policy proposal recommends an approach to allocating enrollment and directly supports Goal 1 by providing the capacity for more students to earn degrees and Goal 2 by addressing economic needs.

2. Branch Campuses and Regional Planning

Team Leader: Jim Reed, (360) 753-7865 or jimr@hecb.wa.gov

Washington’s public higher education system does not have a clear and unified policy framework for identifying academic program needs, and for planning, authorizing and allocating higher education resources to meet those needs. This policy proposal outlines a model for defining the circumstances under which a community college could offer upper-division programs or a branch campus could admit lower-division students. The model also could be used to allocate high-demand enrollment and planning and authorize other regionally unique programs. This approach supports both master plan goals by creating more opportunities for students to earn degrees and responding to economic needs.

¹ Estimated increase from 2001-02 to 2009-10.

3. Increase the Number of Degrees in High-Demand Fields

Team Leader: Gary Benson, (360) 753-7864 or garyb@hecb.wa.gov

The policy proposal includes a recommendation that a portion of all new state-funded enrollments be dedicated to competitive grants in high-demand fields, with funding to reflect the higher cost of most high-demand programs. The board is proposing a comprehensive and ongoing assessment process to identify, on a regional basis, program areas with high student and employer demand. This proposal directly supports Goal 2 by identifying and responding to the economic needs of the state.

4. Funding Student Success

Team Leader: Gary Benson, (360) 753-7864 or garyb@hecb.wa.gov

Promoting student success may require a new approach to the way higher education is funded. This proposal outlines a new incentive-based education budgeting model based on the number of degrees earned (outcomes) rather than just the number of students enrolled (inputs). This proposal supports Goal 1 for state budgeting and accountability purposes.

5. Student Financial Assistance

Team Leader: Becki Collins, (360) 753-7872 or bekkic@hecb.wa.gov

The proposal outlines a six-pronged financial aid strategy that includes targeted investments in selected existing financial aid programs and the creation of a new financial aid program to serve students who work full-time while attending college part-time. The proposal supports Goals 1 and 2 by enabling students to earn degrees and responding to the state's economic needs.

6. Statewide Articulation and Transfer

Team Leader: Nina Oman, (360) 753-7855 or ninao@hecb.wa.gov

This policy proposal calls for the creation of a statewide articulation/transfer system and policy to help students move easily between two-year and four-year colleges, and earn their degrees as efficiently as possible. This approach would improve efficiency in the transfer process and thus aid Goal 1.

7. Three-Year Baccalaureate Degree Programs

Team Leader: Evelyn Hawkins, (360) 753-7890 or evelynh@hecb.wa.gov

This policy proposal recommends the creation of a program that would allow students to earn their bachelor's degrees in three years. There would be a strong incentive for the four-year institutions to pilot this approach if the state's funding system rewarded degree completions. Having such degree options would increase the opportunities for students to earn degrees and thus aid Goal 1.

8. Improving K-12/Higher Education Linkages

Team Leader: Robin Rettew, (360) 753-7816 or robinr@hecb.wa.gov

This policy proposal calls for the establishment of a statewide P-16 Cabinet, a statewide P-16 Advisory Group, and regional P-16 Councils to improve coordination, articulation, and transitions throughout Washington's education system. The board believes that strengthening the linkages between K-12 education and higher education will be critical to improving student success, and achieving Goals 1 and 2.

9. New Accountability/Performance Measurement

Team Leader: Nina Oman, (360) 753-7855 or ninao@hecb.wa.gov

This policy proposal calls for redesigning Washington's accountability system to align the priorities of colleges and universities with the strategic master plan goals and measure progress toward achieving these goals. The proposal would be consistent with a number of current initiatives, including the work of the National Collaborative for Postsecondary Education Policy, the Governor's Priorities of Government exercise, and House Bill 3103.

10. Comprehensive Data and Information Management

Team Leader: Nina Oman, (360) 753-7855 or ninao@hecb.wa.gov

The Higher Education Coordinating Board should be the state's primary source of student-focused information about higher education. HB 3103, as passed by the Legislature, describes a process for this to take place. The board's plan will take into account the strengths and weaknesses of existing systems of data collection and information sharing. This proposal supports the state's performance measurement requirements and the evaluation of the success of the master plan and its components.

11. State Policy for Resident Undergraduate Tuition

Team Leader: Betty Lochner, (360) 753-7871 or bettyl@hecb.wa.gov

The lack of a state tuition policy makes it difficult for students and their families to plan for college costs and for state programs like the Guaranteed Education Tuition (GET) Program to plan for long-term sustainability. This proposal outlines a state tuition policy that keeps resident undergraduate tuition and fees predictable for Washington students and their families.

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Enrollment Allocation

Overview

Given the strategic master plan's goal of increasing the number of degrees earned, there are a few basic questions:

- How many more students are needed?
- Where will they attend college?
- How much will it cost?

To answer these questions, there is another series of questions that needs to be answered:

- Step 1: How many degrees are to be earned in the public and private sectors?
- Step 2: How many public sector enrollments are needed to meet the public sector goals?
- Step 3: How much of a change is this from current enrollments?
- Step 4: What is the physical capacity of the public institutions?
- Step 5: What is the regional demand for additional enrollment?
- Step 6: What are the funding needs for the additional enrollments?

The strategic master plan goals are stated in terms of the annual number of degrees earned in 2010. For example, the goal for the number of bachelor's degrees earned in 2010 is 30,000 – at both public and private institutions.

Strategic Master Plan Goals Degrees Earned in 2010	
Graduate Degrees	11,500
Bachelor's Degrees	30,000
Associate's Degrees ¹	23,500
Prepared for Work (long-term goal) ²	25,000

¹ Includes both academic "liberal arts" and workforce education "non-liberal arts" associate's degrees.

² The goal of "Prepared for Work" is not exclusively a degree goal as it also includes, besides a share of the associate's degrees, certificates and/or a certain number of job training courses. This goal, adopted by the State Board for Community and Technical Colleges, is not for 2010 but rather for the "long-term" (some year prior to 2010). It is expected that the goal will be updated later this year.

Analysis

Step 1: How many degrees are to be earned in the public and private sectors?

A system of higher education that sets goals for degrees earned must include both the public and private sectors. The initial allocation table below is based on the historical shares between the two sectors. The assumption in this example is that the public and private sectors will grow at the same rates and that their shares will remain the same. The goal set for “prepared for work” is strictly a goal of the State Board for Community and Technical Colleges.

Allocation of Strategic Master Plan Goals: Degrees Earned in 2010				
	Public Share	Public Goal	Private Share	Private Goal
Graduate Degrees	57%	6,555	43%	4,945
Bachelor’s Degrees	76%	22,800	24%	7,200
Associate’s Degrees	93%	21,855	7%	1,645
Prepared for Work ³	100%	25,000		

Step 2: How many public sector enrollments are needed to meet the public sector goals?

The next step is to determine the number of FTE students required to reach the public sector goals. This requires looking at how many students are enrolled today compared to the number of degrees being earned.⁴ For the purposes of this example, the comparison is made using the average for the four-year sector. The number of degrees per student varies by institution. This example does not change the current ratio of degrees earned to enrolled students and does not incorporate any new “efficiencies” in how many students it takes to produce a degree.

Public FTE Enrollments Needed to Meet 2010 Public Goals			
	Public Degree Goal	Degrees Per 100 Actual FTE Students	Annual FTE Enrollments
Graduate Degrees	6,555	32.8	19,985
Bachelor’s Degrees	22,800	26.8	85,075
Public Four-Years			105,060
AA-Liberal Arts	14,424	24.5	58,873
Prepared for Work	25,000	33.1	75,529
Other CTC			25,031
Public Two-Years			159,433

³ This goal has been adopted by the State Board for Community and Technical Colleges and pertains to the public institutions only.

⁴ The type of data used in this analysis, the number of average annual full-time equivalent (FTE) students, is not readily available from the private sector institutions. These institutions do report the number of fall “headcount” students but this allows only an approximation to be made of average annual FTE students. By using the number of average annual FTE students, the comparison is really between the total number of credit hours being taught in a year and the number of degrees being earned.

Associate's degrees in the community and technical colleges are divided between "liberal arts" and "non-liberal arts." The "non-liberal arts" associate's degrees are a portion of the "Prepared for Work" category and the students needed for this goal are included there. In addition, some community and technical college enrollments (i.e., basic skills programs) are not part of either the academic or workforce education programs.

Step 3: How much of a change is this from current enrollments?

Meeting these degree-production goals will require growth of 33,000 more students than are currently enrolled in the state's public higher education system, or 48,000 more slots than are budgeted for 2004-05. The total number of public FTE students required to meet the strategic master plan goals is 264,000. In the 2003-04 academic year, 232,000 FTE students were enrolled. The amount of FTE students budgeted for the 2004-05 academic year is 216,000.⁵

Public FTE Enrollment Change Needed to Meet Goals					
	2003-04 Actual	2004-05 Budgeted	2010 Goal	Increase Over 2003- 04 Actual	Increase Over 2004- 05 Budgeted
Four-Years	90,203	87,629	105,060	14,857	17,431
Two-Years	141,605	128,412	159,433	17,828	31,021
Total	231,808	216,041	264,493	32,685	48,452

Step 4: What is the physical capacity of the public institutions?

All colleges and universities have restrictions on capacity due to either physical limitations or the institutions' individual strategic plans. As of 2002, the planned capacity (by 2010) and institutional strategic plans indicate that the four-year institutions in total will have enough classroom and lab space to accommodate 120,000 students. This is nearly 30,000 more FTE students than were enrolled in 2003-04. This compares favorably to an enrollment growth of 15,000 to meet the HECB's goal for the number of degrees earned. Some of these spaces are programmatically unfit and will require modernization. Additionally, enrollment growth at the existing four-year campuses will require creating new instructional support and student-service space. Plus, the location of much of the additional space (eastern Washington) may not match the growth areas of the state (the Puget Sound region).

Planned capacity at the two-year institutions is 92,600 FTE enrollments by 2010. Actual enrollment in 2003-04 is 141,600, which suggests that the system is already "over-capacity" by about 49,000 students. The system is currently accommodating the extra students in crowded spaces and using other spaces that are neither owned nor leased. Meeting the above goals would require additional capacity for another 18,000 FTEs by 2010.

⁵ This includes nearly 3,000 FTE students that were added in the 2004 Supplemental Operating Budget.

Step 5: What is the regional demand for additional enrollments?

A systematic approach to enrollment allocation will require that the enrollment slots be distributed among the institutions. This allocation will need to take into account not only the capacity issue described above, but also the geographic and program needs of students and the state's economy.

Step 6: What are the funding needs for the additional enrollments?

Finally, a systematic approach to enrollment allocation will need to consider the additional costs at each of the institutions for funding additional students. There are a number of considerations involved when funding additional students, such as: funding at the average cost per student, the marginal cost per student, or at the funding level of similar institutions in other states (peer averages). "High-demand" enrollment slots have been recognized as generally being more expensive and have been funded at higher amounts than "general" enrollments. There are funding differences between the sectors (research, comprehensive, and community and technical colleges) and between undergraduate and graduate level enrollments.

For more information, contact: Gary Benson at (360) 753-7864 or garyb@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Branch Campuses and Regional Planning

Overview

The state's community colleges and branch campuses were created to increase access to higher education and respond to the needs of "placebound" students. Today, changing student demographics, employer demand, community needs, and geographic disparities in students' college attendance make it even more important that the state's higher education system place a priority on regional planning and institutional flexibility.

One systemic weakness in Washington's existing public higher education system is the absence of a clear and unified policy framework for identifying academic program needs, and for planning, authorizing, and allocating higher education resources to meet those needs. A better approach is for decisions made by state officials about higher education policy and resources to be based on sound information about academic needs and priorities. That approach will help the state's higher education system create more opportunities for students to earn degrees, as well as respond to economic needs.

Analysis

A more unified planning and policy framework would allow for a systematic basis to evaluate and define the circumstances under which a community college would be authorized to offer upper-division programs, or a branch campus be authorized to admit lower-division students. Additionally, this model could be used to allocate high-demand enrollment and planning and authorize other regionally-unique programs. A more unified planning and policy framework would:

- Offer a clear definition of the existing array of higher education resources;
- Explain the purpose and relationship of these resources;
- Establish the criteria and authorities by which these resources could change in response to emerging and changing student and regional needs; and
- Leverage existing and new resources in a coordinated and flexible manner.

This planning and policy framework would help create a higher education policy that is based on the academic needs of students, regions, and the state. Without such a framework, Washington State simply will not have a system of higher education that is responsive to its citizens and elected officials.

Creating a better system

By integrating the Higher Education Coordinating Board's existing statutory authority and policies for new degree program approval, off-campus acquisition approval, and regional and statewide needs assessment, the HECB would create a "Higher Education Resource Planning and Approval Policy" that would clearly designate and differentiate the types of educational programs and resources ("educational units") offered by the public institutions. Additionally, the policy would establish the criteria and process by which educational units are created and authorized to change in response to demonstrated need.

Educational units are a way of meeting demonstrated needs with a level of service that is cost effective and appropriate for the area. To that end, a *continuum* of educational resources or, as termed in the state of Texas, a "Supply/Demand Pathway" would be created. The Pathway would define the types of services being provided and establish the criteria for the units to evolve along the continuum.

The Pathway is a developmental approach to providing access and responsiveness that allows for an incremental increase of resources as enrollment demand increases. In addition, the Pathway allows for program needs to emerge and change in different areas of the state. The Pathway would rely on a regional-based needs assessment to demonstrate the need for new or different types of programs.

Conceptually, three points along the Pathway could be envisioned:

Point A. To ensure access in areas (geographical or programmatic) not served by other universities and colleges, institutions would be authorized to test actual need and demand for new programs by providing off-campus courses and/or programs at *Higher Education Teaching Sites*. Teaching Sites would offer a limited array of courses and/or programs and would not represent a permanent commitment. Institutions providing programs at Teaching Sites would not be authorized to own facilities. New Teaching Sites would be based on a preliminary region/area needs assessment. Also, the HECB could call for institutional proposals to create new Teaching Sites pursuant to regional needs assessments conducted by the HECB.

Point B. As demand increases at existing Teaching Sites or other underserved regions, institutions could request the HECB to authorize Higher Education Centers. A Center could be organized as a multi-institution teaching center or as a single university/college center – similar to branch campuses. The new HECB policy would articulate the organizational characteristics and requirements of the centers. Additionally, the new

policy would require that the HECB conduct a regional needs assessment – in consultation with the institutions and communities served – prior to authorizing/designating a Higher Education Center.

Point C. Four-year institutions operating upper-division and graduate level centers could request the HECB to review the status of a Center and recommend that the Legislature reclassify the unit as a general academic institution – a university/college, providing lower-division as well as upper-division and graduate programs. A Center could not be reclassified into a university/college without demonstrating sufficient enrollment demand. A proposed reclassification would be based upon these general criteria and specific regional needs assessment, as conducted by the HECB, in consultation with the institutions and communities served.

Community and technical colleges also could request that the HECB recommend that the Legislature reclassify a college as a baccalaureate institution, offering upper-division enrollment and baccalaureate degrees. The same rules for conducting a regional needs assessment would apply.

Next Steps

The next step is a time-phased plan for developing and implementing the “Higher Education Resource Planning and Approval Policy.” The plan would establish milestones and assign responsibilities for incremental development and HECB approval of the new policy.

For more information, contact: Jim Reed at (360) 753-7865 or jimr@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education

Increase the Number of Degrees in High-Demand Fields

Overview

Limited resources for public higher education make it even more important that education and training opportunities for students be aligned with the needs of the state's economy. If there is a demonstrated need for additional graduates from particular programs, it would make sense for the public higher education system to be emphasizing those areas. Fewer resources should be going to programs where there is not a demonstrated need for graduates.

Dedicating a portion of all new state-funded enrollments to "high-demand" fields will help the state's higher education system respond to economic needs by creating more space for students in certain fields of study.

Analysis

What is "high demand"?

High-demand programs have two elements: (1) instructional programs or fields in which student enrollment applications exceed available slots, and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.⁶

In addition, the Legislature has identified certain fields it believes are "high-demand." For baccalaureate institutions they include: (1) careers in nursing and other health services, (2) applied science and engineering, (3) teaching and speech pathology, (4) computing and information technology, and (5) viticulture and enology. Other fields may also be considered high demand if an institution can provide compelling information regarding specific regional student and employer demand.

For the two-year system, "high-demand fields" include: (1) health services, (2) applied science and engineering, (3) viticulture and enology, (4) information technology, and (5) expansion of worker retraining programs.

⁶ For a discussion of high-demand definitions, see "High-Demand Enrollment Reports, 2001-03, Overview and Executive Summary," Higher Education Coordinating Board, December 2002, and "High Demand – High Need – High Cost Enrollment Allocations, 2001-03," Council of Presidents' Interinstitutional Committee of Academic Officers, November 15, 2002.

The need for earmarked funding

High-demand programs are often quite expensive – the cost per student of providing the program can be greater than average. Reallocation of funds within an institution’s current budget is an important, but limited, source of high-demand funds. Colleges and universities regularly shift funding from among their various programs. But, because high-demand programs are often quite expensive, it is an over-simplification to assume that colleges and universities can shift enrollment allocations on a one-for-one basis from low-cost, low-demand programs to much more expensive high-demand programs.

Next Steps

To help meet the state’s economic needs and respond to employer and student demand the Higher Education Coordinating Board (HECB) will develop an ongoing method of identifying high-demand fields and programs based on student and employer needs and master plan goals.

Planning for the future

The HECB will develop a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs. The needs assessment will examine projections of student, employer, and community demand for education and degrees – including liberal arts degrees – on a regional and statewide basis.

The process will help identify, on a regional basis, program areas with high student demand for certain programs, as well as significant employer demand for graduates. It also will be able to “size” the overall problem. The State Board for Community and Technical Colleges and the Workforce Training and Education Coordinating Board have a methodology that aids in selecting high-demand fields. In addition, the Department of Employment Security provides occupational forecasts that can be compared to the production of degrees (keeping in mind that there is not always a straight line from a college major to an occupation). Industries sometimes prepare reports regarding their need for qualified workers. Institutions can also develop data on student demand for their programs.

This process will help identify high-demand programs, as well as help determine how many enrollment slots are needed. The final question is how to allocate high-demand funding: whether that should be done by the Legislature in the budget process; by the HECB and the SBCTC in a competitive bid process; or internally by the institutions.

For more information, contact: Gary Benson at (360) 753-7864 or garyb@hecb.wa.gov



DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Funding Student Success

Overview

Maintaining a commitment to student success requires a new approach to the way higher education is funded; one that promotes and rewards completion of degrees and certificates, rather than merely funding the number of students who are enrolled.

This policy proposal outlines a new incentive-based education budgeting model based on the number of degrees earned (outcomes), instead of the current enrollment-based model (inputs). Relating funding to degrees ties directly to the proposed goals of increasing the number of degrees earned in Washington State. However, such a budgeting model may have to recognize the distinctions in public higher education among the research universities, comprehensive institutions, and the community and technical colleges.

Analysis

The state budget currently funds each public college and university for a specified number of FTE enrollments, and each school manages its enrollment level accordingly. If an institution falls below this level, the Legislature has been known to reduce funding to that institution. While institutions do not necessarily want to exceed the budgeted FTE enrollment level by an excessive amount, they definitely do not want to go under.

A better approach to higher education funding, and one that has the potential of producing more degrees, is to redefine the way that institutions are managed.

History of state funding methods

During the late 1960s and the 1970s, enrollment at the state institutions doubled and state officials looked for an equitable way to distribute an increased amount of state funds. This gave rise to the use of “funding formulas.” Formulas were adopted that distributed state funds for “instruction,” “libraries,” “student services,” and “plant operations and maintenance.” Each of these areas had defined “budget drivers” such as faculty-student ratios, square footage, etc. During the late 1970s, the state began to pro-rate funding under each formula.

Beginning in the 1983-85 budget, the Legislature used “benchmarks” to establish minimum expenditure levels per student at each institution. The intent was to provide budget information that focused more on indicators that make up “educational quality” rather than on numbers of enrollment growth. Consideration was given to funding provided in other states for similar institutions (“peer institutions”).

Enrollment-based funding today

In practice, the state does “incremental budgeting.” This starts with the budget from the preceding year and adjusts for one-time costs and inflation, creating a “base” budget. New items are funded as specific “policy” decisions. Common policy enhancements include new enrollments and salary and benefit increases. During a recession, across-the-board reductions in state funding are a common “cut.” While the budget written in 1983 may have been partially based on an average-funding-per-student basis, since then, funding has been added or deducted incrementally.

Determining the cost of a degree

At the outset, the new approach to higher education funding would have to consider the cost of producing a degree. One simple way is to look at an institution's State General Fund expenditures and operating fees (tuition revenues), divided by the number of degrees conferred. Using this method, a bachelor's or graduate degree costs the state between \$20,000 to \$42,000. In addition, tuition provides another \$8,500 to \$14,000 per degree.

The Higher Education Coordinating Board's “2001-02 Education Cost Study” allows a differentiation between the average cost of bachelor's and graduate degrees. However, General Fund and tuition revenues are mingled. A bachelor's degree costs between \$28,000 and \$37,000, while an “average” graduate degree costs between \$18,000 and \$73,000.

A third way to determine the cost of a degree is to apply cost study data to an average graduating student's transcript.¹ This allows a separation between majors, as well as native versus transfer students. In 2001-02, a bachelor's in business cost between \$28,000 and \$36,000, depending on the type of institution and whether the student had transferred from another school. A bachelor's degree in social science cost between \$28,000 and \$31,000. Again, these figures incorporate both General Fund and tuition revenues.

¹ See “Higher Education Branch Campuses in Washington State, Appendix C: Institutional Expenditures and Cost of Degree Attainment” by Annie Pennuci and Jim Mayfield, Washington State Institute for Public Policy, August 2003.

Next Steps

Rewarding degree completion

To implement “funding based on success,” the state could accept the current higher education budget and the current number of degrees earned as the “base.” An institution that is requested by the Governor and the Legislature to increase the number of degrees conferred would receive additional state funds at the appropriate amount per degree as a “policy add.” While the current budget specifies the level of budgeted enrollments at each institution, a budget based on degrees would specify the total expected number of degrees earned at each institution.

In implementing such a change, several issues need to be discussed. The primary concern may be that the community and technical colleges have missions that go beyond providing degrees. Many successful students leave these colleges without earning degrees but have obtained academic skills, job training skills or adult basic education. There also may be concerns about changes in college admission practices and degree requirements at any of the higher education institutions.

For more information, contact: Gary Benson at (360) 753-7864 or garyb@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Student Financial Assistance

Overview

State law declares that “financial need shall not be a barrier to participation in higher education” (RCW 28B.10.786). The Higher Education Coordinating Board (HECB) believes the state must maintain its longstanding commitment to higher education opportunity for all students, regardless of income. To ensure that needy students continue to have the opportunity to attend college and complete degree and job training programs, the state must maintain – and in some cases enhance – its commitment to the spending power of its aid programs. In 2002-03 alone, 131,000 (30 percent) of Washington’s 435,000 students required some form of need-based student financial aid to meet their higher education costs.

Targeted investments in financial aid can play a key role in ensuring continued college opportunity for all Washington students, regardless of income, and helping the state achieve the goals outlined in the 2004 Strategic Master Plan for Higher Education. To address both needs, the Board proposes a six-pronged financial aid strategy:

- 1. Fund the State Need Grant (SNG) program to provide grants for 100 percent of tuition to students with family incomes at 65 percent of the state’s median and serve all students eligible for the grant.** This will assure the state’s lowest-income students that the SNG will meet the cost of tuition at a public institution, allowing them to enroll and persist in higher education programs and improving their likelihood of earning degrees. It also will provide funding for about 10,000 additional low-income students each year.

Outcome: More low-income students will attend college and persist toward their degrees.

- 2. Increase funding for the Educational Opportunity Grant (EOG) program to provide more financially-needy transfer students the opportunity to earn bachelor’s degrees.** An investment in EOG-eligible transfer students is an efficient way to increase the number of placebound students earning bachelor’s degrees. Students who receive the EOG already hold associate degrees, require only about two more years to complete bachelor’s degrees, and are ready to benefit from upper-division study. (A December 2000 HECB study found that EOG recipients earn credits faster than their upper-division peers.) Funding increases would be proportionate to increases in the state’s bachelor’s degree production goals.

Outcome: More students with associate degrees will transfer to four-year colleges and universities and complete their bachelor's degrees. In addition, these students will complete their degrees more efficiently than their upper-division peers.

3. **Fund a new initiative under the State Work Study (SWS) program for the employment of financially-needy college students in high-demand career fields.** Increasing the number of student employment opportunities in high-demand fields would directly increase the number of college graduates trained to work in identified high-demand fields. Classroom education is only the first step in preparing students for the workforce. Employers frequently report that practical experience is a critical element to success on the job. Funding increases would be in proportion to increases in high-demand enrollments.

Outcome: More students will graduate – and have work experience – in high-demand fields.

4. **Provide consistent funding and predictable awards for the Washington Promise Scholarship to motivate high school students to prepare for college.** Consistent funding and predictable awards for the Promise Scholarship would improve K-12 / higher education linkages by motivating students in middle and high school to study hard and prepare for college. The scholarship was intended to provide a “promise” of two years of tuition to academic achievers upon graduation from high school. The program has never been funded sufficiently to provide for awards equal to community college tuition. The Scholarship remains subject to annual budget adjustments and the overall spending power of the awards has eroded by over one-third since the program's inception.

Outcome: The Promise Scholarship will motivate students to prepare for college and take middle and high school seriously.

5. **Develop a new financial aid program covering the costs of tuition and books to support adults who work full-time and go to college part-time.** Financial aid for full-time workers to pursue part-time education will enable workers to gain valuable, bankable skills and improve the knowledge and abilities of Washington's workforce. In the year 2000, there were 953,000 Washington residents over 25 years of age who had a high school diploma, but no additional postsecondary education – 25 percent of the 25-and-older population. Many of these workers are currently shut out of higher education opportunities. They do not have the time to take six credits to qualify for financial aid, and they do not have the money to pay for part-time study on their own. Part-time study could help workers in these situations to improve their skills and their economic prospects.

Outcome: More full-time workers will pursue higher education, earn certificates and degrees, improve individual earnings, and meet their employers' needs for a trained workforce.

6. **Maintain the purchasing power of all other state financial aid programs, including the Washington Scholars, Washington Award for Vocational Excellence (WAVE), and regular SWS programs.** Maintaining the purchasing power of all state aid programs will improve higher education persistence and help more students earn degrees. Funding increases for WAVE and Washington Scholars will be linked to tuition and fee increases. Increases to the core SWS program will be in proportion to increases in general enrollments.

Outcome: The state will continue to make good on its commitment that cost should not be a barrier to higher education, increasing enrollment and participation in higher education.

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DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Statewide Articulation and Transfer

Overview

The lack of a unified transfer system and policy in Washington creates unnecessary barriers for students who begin their academic careers at the state’s community and technical colleges. According to the 2004 Legislature, “while community and technical colleges play a vital role for students obtaining baccalaureate degrees ... current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors.”¹

Currently, courses throughout Washington’s higher education system are titled and numbered differently, even if they cover equivalent content. Transfer students who often do not know which four-year college they will ultimately attend must wade through these different policies to identify which courses will meet the general and major requirements at each institution. And, state policy essentially limits students to transferring only two years of lower-division coursework from a community college, even though most bachelor’s degrees require *more than* two years of lower-division coursework.

A statewide articulation/transfer system and policy would help transfer students move easily between the two-year and four-year colleges, and earn their bachelor’s degrees as efficiently as possible. Key initiatives would include:

- Establishing a statewide Web-based automated course equivalency and major applicability system that would clearly spell out course equivalencies and “major” requirements at each institution to students; and
- Revising the current state policy that requires community college transfer students to complete 90 credits at public four-year colleges or universities.

By 2010, over 17,000 students are expected to transfer from Washington community colleges to public and private four-year colleges and universities – up from over 14,000 students in 2002-2003. Improving transfer efficiency will help the state achieve Goal 1 in the 2004 Strategic Master Plan for Higher Education and contribute to increasing the number of students who earn bachelor’s degrees by 5,500 by the year 2010.

¹ Substitute House Bill 2382, Sec. 1.

Analysis

A statewide course equivalency and major applicability system

Each public four-year college and university has developed tables for students to use when transferring from two-year colleges. However, there is no one statewide system that (1) maps all courses at public and private two-year and four-year colleges and universities to one another, and (2) outlines how each course maps to “major” requirements. A centralized and automated course equivalency and major applicability system would make course equivalencies and major requirements transparent to students.

Adding electronic transcripts to this system would make it easier for transfer students to submit their courses for credit review, and easier for four-year institutions to evaluate and process transfer student applications and transcripts. Although some colleges are already using electronic transcripts, this number could be expanded to include all major public and private colleges in the state.

As the automated system becomes more developed, students could be required to select and gain admittance to their majors prior to transfer. Orientation classes on how to select majors (similar to the freshman orientation classes offered at four-year colleges) could be offered at community colleges. The Higher Education Coordinating Board (HECB) and the four-year colleges and universities would need to work together to create alternatives for students unable to gain entrance to their first choice of major and/or institution.

Finally, state policy and legislation has recently focused on the development of major-specific associate degrees that serve as a guide for students planning to transfer to a four-year college. When the automated system is fully developed, students would potentially no longer need to complete separate associate degrees tailored to meet the requirements of different majors. Instead, they could view on-line guides and use the system to assess how their courses apply to majors at different schools in the state.

A revised statewide transfer/articulation policy

Different majors require different mixes of lower- and upper-division credit. Few majors require that exactly one-half of a student’s studies be composed of lower-division credits.

However, current statewide transfer policy requires students transferring from community colleges to complete a minimum of 90 quarter credits toward their bachelor’s degrees at the public four-year colleges and universities. This requirement forces students to complete credits at a four-year college instead of a community college, limiting their choice and flexibility.

The HECB is proposing a new state policy that would allow students to transfer in more than 90 credits from a community college, with an equivalent reduction in the number of credits they would need to complete at the four-year college or university.

To measure the effectiveness of this revised policy, HECB staff would collect baseline information to determine the number of credits students currently lose in the transition between community college and baccalaureate admission. Staff would compare this baseline data to data collected after the new policy is implemented. Staff also would periodically survey transfer students and students intending to transfer to measure the usefulness of the automated credit equivalency and major applicability system.

Estimated costs for the course equivalency and major applicability system, based on an automated system developed in New Jersey, would total \$1.1 million for initial implementation, and \$500,000 for maintenance in each subsequent year. Costs to revise the 90-credit policy would be absorbed by the HECB.

Next Steps

The HECB will convene a work group to identify equivalent courses and develop strategies for communicating course equivalency to students, faculty, and advisors. The HECB then will submit a progress report on the development of the course equivalency system, including various options and cost estimates of ongoing maintenance, to the Legislature by January 10, 2005.

HECB staff will work with institutional representatives throughout the summer to implement flexibility in credit limits for transfer students and present a draft revised state transfer policy to the Board by September 2004.

For more information, contact: Nina Oman at (360) 753-7855 or ninao@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Three-Year Baccalaureate Degree Programs

Overview

Increasing access for higher education at a time when funding constraints and continually declining state resources are putting a squeeze on enrollment requires a new focus on helping students graduate more quickly. One approach is to create a program that would enable students to earn a bachelor's degree in three years.

Such a program would increase the number of state-funded enrollment slots available to new students, while also reducing the number of excess credits earned by students. Ultimately, the program would increase opportunities for students to earn degrees, and by focusing on high-demand degrees, the program could help respond to the state's economic needs. Further, a three-year bachelor's degree program could save money – both for students and for those who provide public and private subsidies for educating students.

Analysis

Institutions would design curriculums by discipline that allow students to earn their degree within three years. As envisioned, three-year baccalaureate degrees differ from traditional four-year degrees only in the period of time in which a student earns the degree. A student earning a three-year bachelor's degree in a given major is expected to master the same or similar curriculum content as is the student earning a four-year bachelor's degree in that major.¹

Some students have legitimate reasons for taking five or even six years to complete a four-year program and, in fact, research has shown that some of these students are more likely to eventually earn a degree. Nevertheless, others, such as the more traditional students – younger, dependent, and directly out of high school – may derive multiple benefits from being able to earn a bachelor's degree in three years. Students can save money on tuition and fees, living expenses, and loan debt. Students who go on to pursue a graduate or professional degree may also benefit from the shorter time spent in undergraduate education. Students going directly into the workforce after earning a bachelor's degree would benefit as well.

¹ Institutions in other states have similar programs. See for example: <http://www.clarkson.edu/chemistry/programs/undegrees.html>; <http://www4.nau.edu/3year>; <http://www.emich.edu/aac/threeyraccbs.htm>; and <http://www.sou.edu/Admissions/3yb.shtml>.

How the program might work

An incentive-based approach could ask students to commit to a three-year program upon entering their freshman year. If the student is unable to graduate within three years because of institutional factors – such as not having a course available in the term a student needs to take it – the school would agree to pay the tuition and fees for any additional terms.

Local control for institutions

While student choice is probably not something that schools can affect, having three-year degree curriculums available for students to follow would make three-year bachelor's degrees more easily attainable and thereby more common.

Allowing colleges and universities to design their own three-year baccalaureate degree programs will help ensure success. The institutions are in the best position to determine which curricular programs are viable and reasonable options for completing bachelor's degrees in the shortest amount of time.

While programs exist for students to get a jump-start on earning their degrees (i.e., Running Start and College in the High School), the three-year baccalaureate degree programs are expected to primarily address the needs of students who have not participated in such programs.

Next Steps

The expectation is that two to three institutions would agree to develop three-year baccalaureate degree programs with a start date of fall 2005. Institutions would have the choice to initially limit the disciplines for which these curricular programs are offered. The intent, however, is that eventually students will have access to three-year programs in all disciplines.

In designing their programs, institutions should consider a number of issues, including:

- Whether the program will focus on specific majors or include all disciplines;
- Whether students would be better served by a program focused on increasing course-taking opportunities; adding a more comprehensive summer program; or developing new integrated-discipline courses of more than the typical 3-5 credits; and
- Whether the program should provide more intensive academic counseling, as well as a monitoring process that assures that students are on-track.

Program cost

Incentive-based programs may require that institutions be responsible for some tuition and fee costs. Students attending year-round could have an effect on state financial aid programs. Additionally, there may be costs to the state if institutions receive funding based on degree production with incentives based on the number of three-year baccalaureate degrees awarded each year.

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DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Improving K-12/Higher Education Linkages

Overview

Washington's education system is fractured and suffers from a lack of coordination and communication. Each sector within the system has separate governing structures, funding streams, missions and goals, and programs and policies. Yet each sector shares a common goal of educating Washington residents.

Strengthening the linkages between K-12 education and higher education will be critical to improving student success, and achieving Goals 1 and 2 of the 2004 Strategic Master Plan for Higher Education. The Board envisions an integrated and seamless system of education from preschool through the fourth year of college. Washington students would move quickly and easily between educational levels and across sectors.

Specifically, this policy proposal calls for the establishment of a statewide P-16 Cabinet, a statewide P-16 Advisory Group, and regional P-16 Councils to improve coordination, articulation, and transitions throughout Washington's education system.

Analysis

Statewide P-16 Cabinet

The statewide P-16 Cabinet would be composed of the Governor, the chairs of the House and Senate education and higher education committees, the Superintendent of Public Instruction, and the chairs of the State Board of Education (SBE), State Board for Community and Technical Colleges (SBCTC), Workforce Training and Education Coordinating Board (WTECB), and Higher Education Coordinating Board (HECB).

Statewide P-16 Advisory Group

The statewide P-16 Advisory Group would include the directors of the following state agencies: State Board of Education, Office of the Superintendent of Public Instruction, State Board for

Community and Technical Colleges, Workforce Training and Education Coordinating Board, and the Higher Education Coordinating Board. The advisory group also would include a representative from the Independent Colleges of Washington and a representative from the Washington Federation of Private Career Schools and Colleges.

Regional P-16 Councils

Four regional P-16 Councils would cover the broad regional areas of the state (northwest, southwest, northeast, and southeast). Each regional council would include at least one representative from a public four-year college or university, at least two representatives from area community and technical colleges, at least four representatives from area school districts, and one representative each from the Washington Education Association, Association of Washington School Principals, Washington Association of School Administrators, Washington State School Directors Association, and Washington Association for Career and Technical Education.

How the P-16 Groups would work

The statewide P-16 Cabinet would set statewide P-16 policies, establish the guiding principles, objectives, and outcomes, and communicate key messages.

The statewide P-16 Advisory Group would conduct an audit of policy and program issues that cross sectors, review key P-16 efforts already underway, develop a prioritized sequential list of issues to address, and submit recommendations to the P-16 Cabinet.

The Regional P-16 Councils would help to implement the priorities and policies adopted by the P-16 Cabinet. They also would regularly report to the P-16 Advisory Group with recommendations for improvements and identification of additional areas of concern.

Potential P-16 issues

P-16 issues might include:

- Enhancing teacher preparation and professional development;
- Improving students' college readiness;
- Defining subject-specific competencies;
- Aligning the college preparatory curriculum with college admissions and placement practices; and
- Expanding dual-enrollment options.

Next Steps

A proposed timeline

The P-16 Advisory Group would meet monthly, beginning in fall 2004, with the goal of presenting draft recommendations to the P-16 Cabinet for its review by January 2005. Following the adoption of these draft recommendations, the P-16 Cabinet and P-16 Advisory Group would hold quarterly meetings. Regional P-16 Councils would be created after the P-16 Cabinet has adopted the guiding principles, objectives and outcomes.

Program costs

Each participating agency and organization would absorb the initial costs of the P-16 Cabinet and P-16 Advisory Group. Staff then would develop cost estimates for each proposed project for review by the P-16 Cabinet by January 2005.

For more information, contact: Robin Rettew at (360) 753-7816 or robinr@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education New Accountability/Performance Measurement

Overview

Washington’s higher education accountability system has not been reviewed since its creation in 1997. Its purpose is unclear and our current performance indicators seem to have little relation to institutional or state goals. The National Collaborative for Postsecondary Education Policy underscored the need for a new state accountability system, stating in a recent policy audit, “Accountability is not systematically used to help focus institutional attention on a limited number of state priorities.”¹

This policy proposal recommends redesigning Washington’s accountability system to do the following:

- Align the priorities of Washington colleges and universities with the goals outlined in the 2004 Strategic Master Plan for Higher Education; and
- Effectively measure statewide progress toward achieving these goals.

Analysis and Next Steps

The Higher Education Coordinating Board (HECB) has the authority to make recommendations for the state’s existing accountability system. House Bill 3103, which the Governor recently signed, strengthens the HECB’s role in accountability. The legislation charges the HECB with “establishing an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education.”

HECB staff have proposed the following basic approach to redesigning Washington’s accountability system. Institutional involvement will be required at every step if accountability reporting is to have any impact on improved performance.

Step 1: Define the Purpose of State-Level Accountability

HECB staff have proposed the following purpose of state-level accountability:

“Accountability should provide students, legislators, leaders of educational institutions, business leaders, and others interested in higher education with accurate, consistent information on system-wide progress toward state goals in higher education, including details that support policy development.”

This definition lays the groundwork for selecting appropriate performance indicators and supporting data.

Step 2: Align Performance Indicators with State Goals

HECB staff are working with institutional researchers and academic planners, appointed by the provosts at the public four-year colleges, to develop performance indicators that measure progress toward the goals outlined in the 2004 Strategic Master Plan for Higher Education. Representatives from the private institutions also may participate. Staff from the HECB and the institutions will present their results at the July 22 Board meeting.

Step 3: Collect Data that Measures Performance Toward State Goals and Provides a Basis for Policy Decisions

Staff may need to collect new data at the student level to provide a more complete picture of progress toward state goals. For example, the state does not have employment information for students graduating from four-year institutions (although it is available for students from two-year colleges). Detailed data are required in these and other areas to provide a sound basis for policy analysis and recommendations.

It may be most efficient to require data submittal at the student level rather than as a series of reports from each institution. In addition, performance indicators need to be broken down by race/ethnicity, gender, age, and/or state region. The same group of staff working to develop performance indicators is working on a list of data elements to support the HECB's reporting and policy needs. Staff from the HECB and the institutions will report to the Board on July 22.

Other issues

- **Reports:** Accountability reports must include contextual information to help the reader understand more about the state's system of higher education. Population demographics, enrollment funding, K-12 preparation, and transfer student preparation all impact the number of degrees produced in our state and therefore should be part of the statewide accountability report produced every year.
- **Private Institutions:** Data about private institutions are not currently included in state accountability reports. Yet, the important role private institutions play in providing access to higher education should be considered in the analysis of statewide enrollment capacity, program supply, and degree production. Currently, private institutions participate in publicly-funded financial aid programs and report data on students receiving need-based aid. We also have access to some private institution data through national surveys. Additionally, our accountability report should include data about the private institutions according to the extent of their participation in publicly-funded programs.

Keeping accountability flexible

As new measures and priorities emerge, our accountability system should change. Assessments of student learning, inclusion of private institutions, and employment data will change the picture that the HECB, working with the institutions, can provide to the public and others interested in higher education. Accountability should be monitored at least once every two years to ensure that it is meeting its purpose.

For more information, contact: Nina Oman at (360) 753-7855 or ninao@hecb.wa.gov



DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education Comprehensive Data and Information Management

Overview

The Legislature has directed the Higher Education Coordinating Board (HECB) to “develop and recommend statewide policies to enhance the availability, quality, efficiency and accountability of public higher education in Washington State ... based on objective data analysis.” To carry out this responsibility, the HECB requires access to detailed data and information regarding student progress throughout Washington’s education system. And yet, currently the data are either inaccessible or insufficient to meet the Board’s needs.

This policy proposal calls for the creation of a statewide unit record database that does the following:

- Includes comprehensive student-level performance data, such as degrees granted, credits taken, student mobility, and post-enrollment employment;
- Includes public and private colleges and universities;
- Supports policy analysis and development; and
- Leverages existing systems to the highest degree possible.

The creation of this comprehensive unit record database will be essential to measuring state progress toward the goals and strategies of the 2004 Strategic Master Plan for Higher Education.

Analysis

In order to accurately follow student progress and to support objective policy analyses, data are required for ALL students that provide a complete picture of academic progress – from application to choosing a major to earning a degree. Ideally, student-level data from colleges and universities could be linked to data from other agencies, such as the Department of Employment Security, to answer questions about the return on the state’s investment in higher education and economic responsiveness. Data from colleges and universities also could be linked or combined with data from preschool through 12th grade, as is now done in Texas, for example.

A review of current data sources

A few data sources currently exist, but none are sufficient to meet the HECB's needs.

- **Data from Washington Public Colleges/Universities:** HECB staff collects information from the public colleges and universities for various reports and projects. The process is inefficient and time-consuming. In addition, data are often not comparable, with each institution defining information requests slightly differently.
- **National Survey Data:** HECB staff occasionally use the Integrated Postsecondary Education Data System (IPEDS) and other national surveys as data sources. However, these data are not available at the student level.
- **Office of Financial Management (OFM):** OFM staff collects and uses student-level data to report enrollment and other higher education statistics. However, HECB staff does not have access to the raw data. And, the OFM database does not contain information about student outcomes, such as grades or degrees.
- **State Board for Community and Technical Colleges (SBCTC):** SBCTC staff collects detailed student-level information on all students attending Washington community and technical colleges. HECB staff cannot access this data. And, the data does not include information on students who attend the private or public four-year institutions.
- **Unit Record for Need-Based Aid Recipients:** HECB staff collects student-level data about students who receive need-based aid in Washington. But again, the data are based on only a subset of students attending the state's colleges and does not include information about outcomes, such as grades or degrees.

A look at other states

Many other states have already built student-level or unit record databases. The Lumina Foundation commissioned the National Center for Higher Education Management Systems (NCHEMS) to examine existing state record systems and found the following:¹

- 37 states have established operational unit record databases managed by a state university system or SHEEO agency.²
- Twelve states include some information on private colleges and universities in their databases.
- About one-half of the states with databases also link to other state-level databases, including high-school records and wage records.

¹ Peter T. Ewell, Paula R. Schild and Karen Paulson, National Center for Higher Education Management Systems, "Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess Student Progression?", Lumina Foundation for Education Research Report, April 2003.

² SBCTC's student record database containing only records of community and technical college students was counted in the Lumina study, but it does not truly reflect a statewide database for all students.

Next Steps

Step 1: Identify the data needed

The HECB will convene a research advisory group to “identify the data needed to carry out its responsibilities for policy analysis, accountability, program improvements, and public information,” as outlined in House Bill 3103 (Sec. 12). The research advisory group will include representatives from the following organizations: public and independent colleges and universities, State Board for Community and Technical Colleges, Office of the Superintendent of Public Instruction, Office of Financial Management, Department of Employment Security, and Workforce Training and Education Coordinating Board. The HECB will convene this group in June 2004.

Step 2: Develop various options with costs

HECB staff will present a report outlining various options, including costs, to the Board for its consideration by August 2004.

For more information, contact: Nina Oman at (360) 753-7855 or ninao@hecb.wa.gov

DRAFT – May 10, 2004

2004 Strategic Master Plan for Higher Education A State Policy for Resident Undergraduate Tuition

Overview

Washington, like many states, does not have a long-term state tuition policy for resident undergraduate tuition. This makes it difficult for students and parents to plan for college costs and for state programs like Washington's Guaranteed Education Tuition (GET) Program to plan for long-term sustainability.

Washington needs a state tuition policy that keeps resident undergraduate tuition and fees predictable for Washington students and their families. Specifically, this policy proposal includes the following recommendations for resident undergraduate tuition and fees at Washington's public two- and four-year colleges and universities:

- Tuition and fees would not increase more than 31 percent over any consecutive four-year period (7 percent annual growth over four years);
- Annual tuition increases would be spread as evenly as possible over this four-year period; and
- No annual increase would exceed 10 percent.

Individual public colleges and universities that believed they could not adequately operate within this tuition framework would be able to negotiate performance contracts with the Office of Financial Management and the Higher Education Coordinating Board, with final approval by the Legislature. Performance contracts would offer greater flexibility in setting tuition while requiring a greater level of institutional accountability. Participating colleges and universities would be required to offset any additional program funding requirements resulting from the tuition increases.¹

Analysis

Washington's tuition cycle

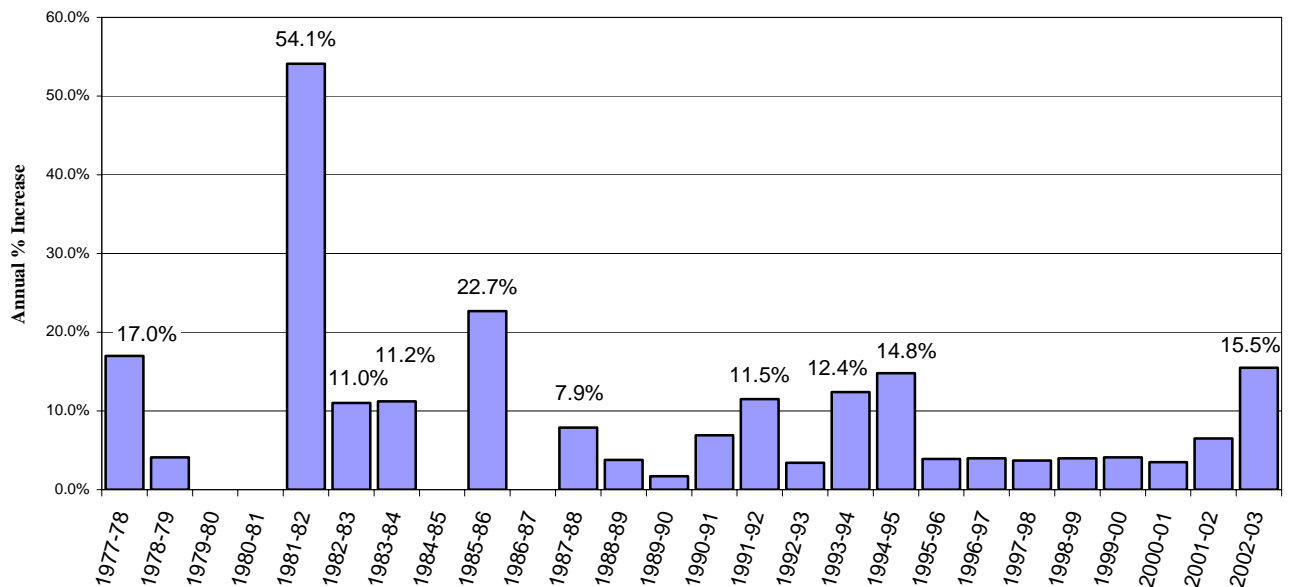
Resident undergraduate tuition rates at Washington research universities have increased an average of 7 percent annually over the past 20 years. While actual increases in any one-year

¹ Financial aid and GET programs.

have varied dramatically, the long-term average hovers around 7 percent. Yet, these tuition increases have been neither gradual nor predictable. Significant spikes in tuition have occurred in every recession since the 1970s.

Like many other states, Washington's tuition increases often follow a cyclical pattern. When the economy is good and state revenue is high, state policymakers adopt moderate tuition increases. When the economy sours and state revenue plummets, state policymakers try to plug budget gaps with sharp tuition increases. This cyclical pattern results in higher tuition hikes during recessions when demand and unemployment are highest and family incomes are flat or rising only slightly.

Annual Tuition and Fee Increases Over Time (1977-2002)
Resident Undergraduate Tuition at Washington Research Universities



Washington's historical approach to setting tuition

From 1977 to 1995, the Legislature and Governor set tuition as a percentage of the cost of instruction. Under this "cost-sharing" approach, the student contributed a portion of the cost and the state provided the remainder. From 1995 to 1999, the Legislature and Governor set specific limits on tuition increases of 4 percent per year. Since 1999, local four-year boards and the State Board for Community and Technical Colleges (SBCTC) have been allowed to set specific rates within the following maximum limits:

1999-2000: 4.6 %	2002-2003: 16 %, 14%, 12%
2000-2001: 3.6 %	2003-2004: 7%
2001-2002: 6.7 %	2004-2005: 7%

Conclusion

Washington's ability to fully fund the higher education needs of our students has been severely curtailed over the years. As state revenues have failed to keep pace with increasing budgetary demands, higher education funding has been insufficient to meet the needs of our existing student population, let alone provide the necessary funding needed to prepare for the influx of additional students anticipated over the next decade.

Setting a state tuition policy in this environment is complex and difficult. The policy must provide predictability to Washington students and families, ensure sustainability for state-funded programs tied to tuition, and allow Washington's public colleges and universities to continue to provide a quality education.

For more information, contact: Betty Lochner at (360) 753-7871 or bettyl@hecb.wa.gov

May 2004

**Higher Education Coordinating Board Advisory Council:
Preliminary ideas on the council's role and responsibilities**

Background

Passed by the 2004 Legislature, and signed into law by the Governor, House Bill 3103 is the first comprehensive revision of Higher Education Coordinating Board (HECB) authorizing statutes since the Board was established in 1985. Among other changes, the new law calls for an advisory council to work with the HECB.

Purpose

According to the legislation, the Board "...shall seek advice from the council regarding the board's discharge of its statutory responsibilities."

Board structure and meeting requirements

The new law calls for the Higher Education Coordinating Board to meet with the advisory council at least quarterly. The 10-member advisory council will include:

- The state Superintendent of Public Instruction
- A representative of the State Board of Education (appointed by the State Board of Education)
- A representative of the two-year college system (appointed by the State Board for Community and Technical Colleges)
- A representative of the Work Force Training and Education Coordinating Board (appointed by the Work Force Training and Education Coordinating Board)
- A representative of the research universities (appointed by the presidents of the University of Washington and Washington State University)
- A representative of the comprehensive universities (appointed through a process developed by the Council of Presidents)
- A representative of the faculty for the four-year institutions (appointed by the Council of Faculty Representatives)
- A representative of the proprietary schools (appointed by the Federation of Private Career Schools and Colleges)
- A representative of the independent colleges (appointed by the Independent Colleges of Washington)
- A faculty member in the Community & Technical College system (appointed by the SBCTC in consultation with the faculty unions)

The state Superintendent of Public Instruction will serve as long as he or she holds that office; all other council members will serve two-year terms.

Proposed meeting schedule

The advisory council will meet quarterly, on the same day that the Higher Education Coordinating Board holds a regularly scheduled meeting.

HECB staff suggest that the Board and council members adopt an annual work plan that would identify key education issues with statewide significance. These issues, along with potential policy implications, would be studied, analyzed and reviewed throughout the year.

Initial efforts could include a background presentation by a scholar in the field, followed by a staff presentation on the issue as it relates to education in Washington.

Next, the advisory council and HECB could discuss the topic and its possible policy implications for Washington state. Finally, the Board could decide to take action on the identified policy proposals.

Next steps

With the concurrence of the Board, staff will send letters to appropriate stakeholder representatives asking for appointments to the council. The first advisory council meeting would be held on Thursday, September 23, at the offices of the Washington State Investment Board.

Action

No formal action is necessary. Staff request that the Board approve the preliminary ideas presented above, and allow staff to seek appointments to the council.



May 2004

Academic Program Plans at Public Baccalaureate Institutions

OVERVIEW

The Higher Education Coordinating Board (HECB) employs a three-step process to fulfill its responsibility to oversee academic program planning, review and approval at the state's six public four-year college and universities. The first step in that process for the 2005-07 biennium was the institutions' submission in January of their two-year program plans. The program plans provide an overall picture of the types of programs the institutions are planning to offer over the next couple of years.

Typically, the HECB approves, rejects or requests further work on the institutional program plans within two or three months after they are submitted, following a review by public and private colleges and state higher education agencies.

This year, however, the Legislature and Governor enacted legislation (HB 3103) to revise and update the HECB's statutory responsibilities, including the Board's role in assessing the need for new academic programs. The new law directs the Board to conduct a far-ranging and collaborative "needs assessment" for academic planning that is very likely to result in changes to the current planning, review and approval process.

Within that context, the HECB staff recommends the Board defer action on the program plans that are summarized below until it has revised its process in accordance with the terms of HB 3103.

BACKGROUND: NEW DEGREE PROGRAM PLANNING AND APPROVAL

The Higher Education Coordinating Board's *Guidelines for Program Planning, Approval, and Review* require new degree programs at the public four-year institutions to undergo a three-stage review process:

I. Program Plan: At the early stage of program planning, each institution's program plan includes basic information on program location, need, enrollments, funding, and delivery. These plans are submitted for Board action every two years in January. They are also reviewed by the public and private institutions, the Workforce Training and Education Coordinating Board, and the State Board for Community and Technical Colleges.

As part of this process, the HECB staff evaluate the need for the program based on information from the institution and/or other sources, and recommend specific actions by the Board.

At this stage, the Board takes one of the following actions:

1. **Grants permission** for the institution to develop a program proposal for Board consideration;
2. **Returns** the program to the university for further development; or
3. **Disapproves** the development of the proposed program.

Changes to the program plan are made every two years. In extraordinary cases, the HECB Executive Director may grant exceptions to the program planning process. This helps the Board assess how well state needs are being addressed. It also provides opportunities for institutions to develop collaborative and complementary programs.

II. Program Approval: This part of the process focuses on a detailed evaluation of specific proposals for new degree programs. It addresses such issues as the need for the program, the cost-effective use of resources, the quality of the proposed program, outcome assessment and diversity. Proposals to create new degree programs are submitted for Board review at least three months prior to the program's start date. The Board usually approves the program or grants conditional approval. In rare cases, the Board will reject the establishment of the program.

Review of program proposals by experts in relevant academic fields, other Washington colleges, and the HECB staff often leads to enhancements in both the proposal and program itself. The process is designed to ensure that new programs are responsive to specific priorities of the state and the HECB.

III. Program Review: In the third stage of the process, the Board reviews reports (submitted every to years in January) on enrollments in recently established programs, and more in-depth reviews of existing programs conducted every five to 10 years by the universities.

Program review information increases the Board's understanding of the degree programs offered in the state and influences policies and recommendations on institutional budget proposals. Program review also helps identify struggling or duplicative programs that may require further study and action by the institution and the Board.

SUMMARY OF 2005-2007 INSTITUTIONAL ACADEMIC PROGRAM PLANS

In accordance with this three-stage process, five of the six public four-year institutions have submitted their institutional academic program plans for 2005- 2007. (The Evergreen State College did not propose any new degree programs and therefore did not submit a plan. During this cycle, the institutions propose to initiate 25 new degree programs at their respective campuses, off-campus sites, or via distance education technology. Table 1 displays the proposed new degree programs for each institution.

Table 1: 2005-2007 Institutional Academic Program Plans

Institution	Program	Location
CWU	BAS Food Service Management	SeaTac, Lynnwood
	BS Geography	Ellensburg
	BAS Industrial Technology	SeaTac, Lynnwood
	MA Visual Arts: Teaching	Ellensburg
	MEd Education & Linguistic Diversity	Ellensburg
EWU	BA Women's Studies	Cheney
TESC	No New Programs Planned for 2005-2007	
UW	BA Geographic Information Systems & Cartography	Tacoma
	BA Responsive Citizenship	Seattle
	BA Urban & Regional Planning	Tacoma
	BS Embedded Computer Engineering Systems	Tacoma
	M Rehabilitation Counseling	Seattle
	M Teaching	Tacoma
	MA Cultural Studies	Bothell
	MS Computational Molecular Biology	Seattle
	MS Embedded Computer Engineering Systems	Tacoma
	MS Medical Education & Informatics	Seattle
	D Library & Information Management	Seattle
	PhD Computational Molecular Biology	Seattle
	PhD Public Policy & Management	Seattle
WSU	BA Linguistics	Pullman
	PhD Health Policy & Administration	Pullman, Spokane
	PhD Nursing	Spokane, Distance Education
WWU	MEd Advanced Classroom Practice	Bellingham
	MEd Continuing & College Education	Bellingham & Everett
	MS Marine & Estuarine Science	Bellingham

HB 3103 PROGRAM PLANNING AND APPROVAL REQUIREMENTS

HB 3103, which will take effect June 10, 2004, addresses academic program planning by directing the HECB to:

- Develop an ongoing, comprehensive process to analyze the need for additional degrees and programs, additional off-campus centers and locations for degree programs, and consolidation or elimination of programs offered by the public four-year institutions;
- Develop clear program approval guidelines and objective decision-making criteria, including review and consultation with the institutions and other interested parties; and
- Assess every two years the number and type of higher education job training credentials required to respond to employer demand for a skilled and educated work force.

Institutions must demonstrate that their proposed new programs respond to the Board's needs assessment and that the proposed programs are aligned with or implement the HECB Strategic Master Plan for Higher Education.

RECOMMENDATION: DEFERRAL OF ACTION ON 2005-07 PROGRAM PLANS

The HECB staff recommends the Board defer action on 2005-07 program plans until it has updated and revised its program review and approval guidelines in accordance with HB 3103.

By deferring action at the May meeting, the Board will allow itself (and the public and private colleges and universities) an opportunity to develop the far-reaching needs assessment and evaluation process called for by the Legislature and Governor in the new legislation. Once that framework is in place, the Board will be able to analyze institutional program plans in the long-term analytical context envisioned by legislators and the Governor. In addition, the Board will have completed its 2004 strategic master plan, which will provide further direction to state and institutional planning efforts.

Such a deferral will not preclude the review and consideration of new degree programs that are submitted to the Board while the work required by HB 3103 takes place. Nor will it preclude consideration of new degree programs that received the Board's permission to proceed with the development of a full proposal during previous program planning cycles.

Finally, such a deferral should not preclude continuing the academic program planning conducted by the Council of Presidents' Inter-institutional Committee for Academic Program Planning (ICAPP), which engages in planning among the institutions to meet state educational needs or the specific requirements of underserved populations. The committee shares information about new programs widely – with the HECB and other organizations – to avoid program duplication and to increase coordination and cooperation in the delivery of higher education across the state.

RESOLUTION NO. 04-08

WHEREAS, The Higher Education Coordinating Board's *Guidelines for Program Planning, Approval, and Review* require new degree programs to undergo a three-stage review process; and

WHEREAS, The public four-year institutions have submitted their 2005-2007 institutional academic program plans for Board review and consideration in accordance with the *Guidelines*; and

WHEREAS, The enactment of Substitute House Bill 3103 extends the Board's program planning and approval roles and responsibilities;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board defers taking action on the 2005-2007 institutional academic program plans until it has adopted updated program approval policies, processes, and practices in keeping with the provisions of HB 3103 as enacted April 1, 2004, by the Legislature and Governor.

Adopted:

May 20, 2004

Attest:

Bob Craves, Chair

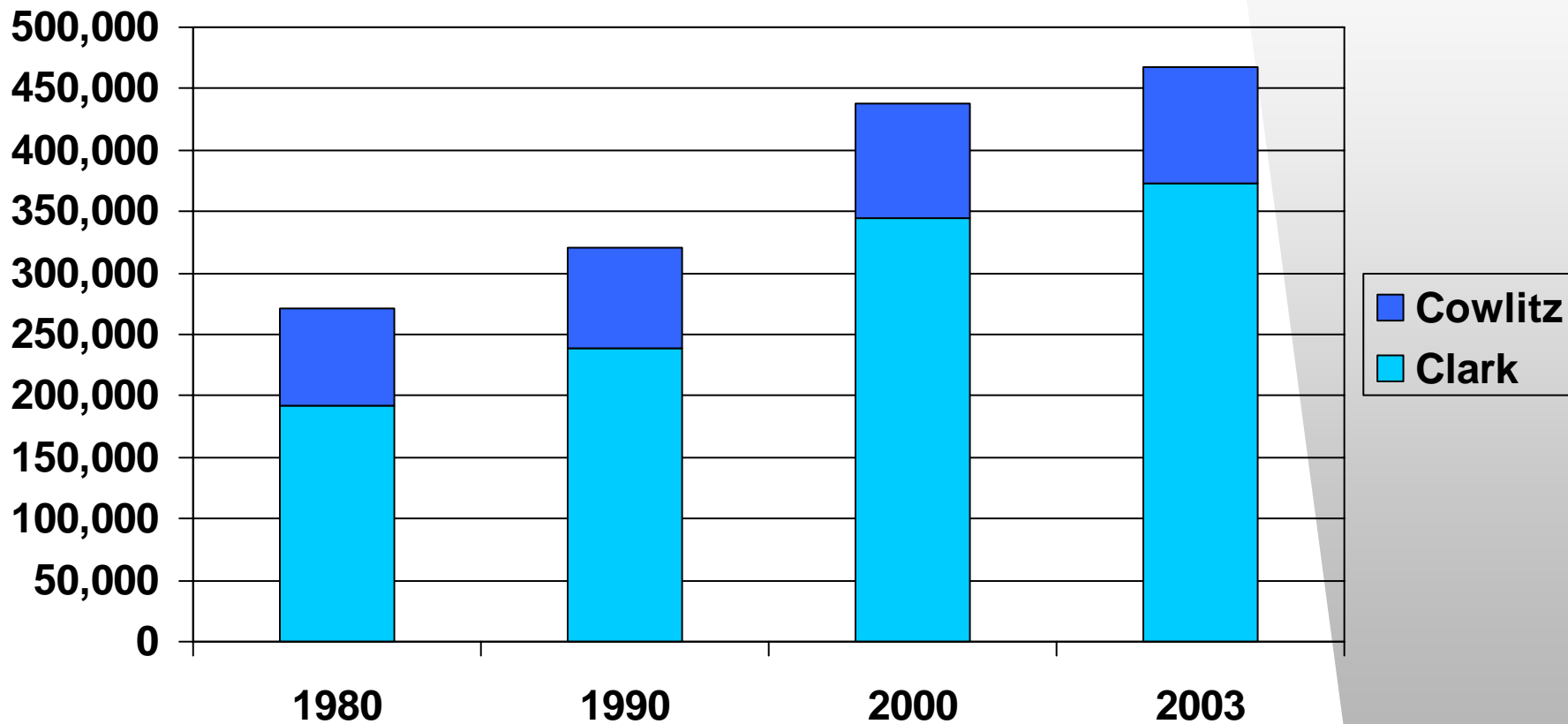
Ann Ramsay-Jenkins, Secretary

Higher Education Coordinating Board

May 20, 2004
WSU Vancouver



Southwest Washington continues to grow



Source: US Census 2000

Community Issues

- Urban planning
 - With Rural and Suburban History
 - Portland Metro Area
- Transportation
- Health Care
- K-12 Education
- Social Services
- Criminal/Juvenile Justice
- Arts and Culture
- Economic Development

Economic Cluster: Silicon Forest



High Technology Jobs in the Silicon Forest

Portland-metro	30,381
Seattle	8,785
Eastern WA/Idaho	3,028
Eastern OR/Idaho	15,523
Southern Oregon	3,202
Southeastern Idaho	1,100

Source: Columbia River Economic Development Council; 1998

Encompass Materials Group
Hewlett Packard Company
Linear Technology Corp.
nLight Photonics
SEH America
Sharp Microelectronics
Shell Solar
Wacom Technologies
Xyron Semiconductor
Wafer Tech



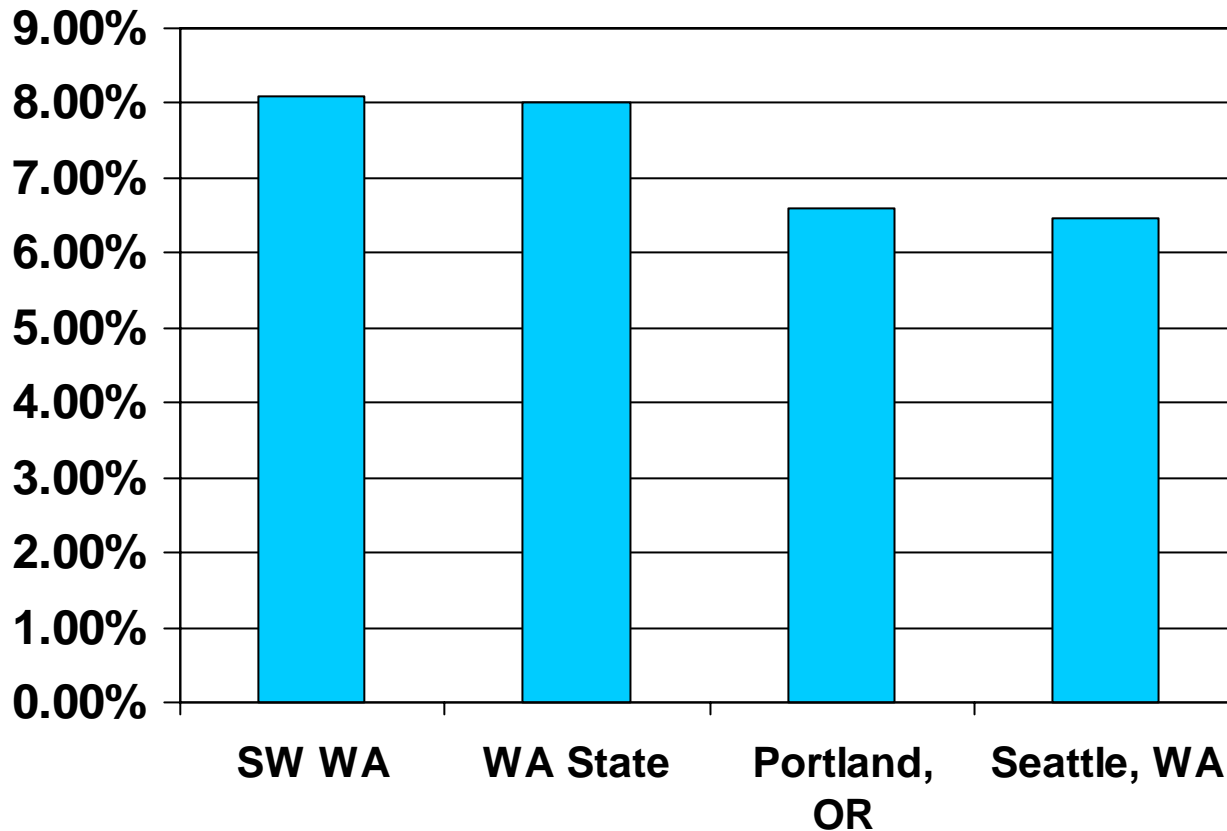
Educational Characteristics

- Community/Technical College Participation Rate
 - 2.58 SW WA average
 - 3.86 WA State average
- 4 year College Participation
 - 1.12 SW WA average
 - 1.70 WA State average

*Participation Rate= (Headcount/Population Age 17+) * 100

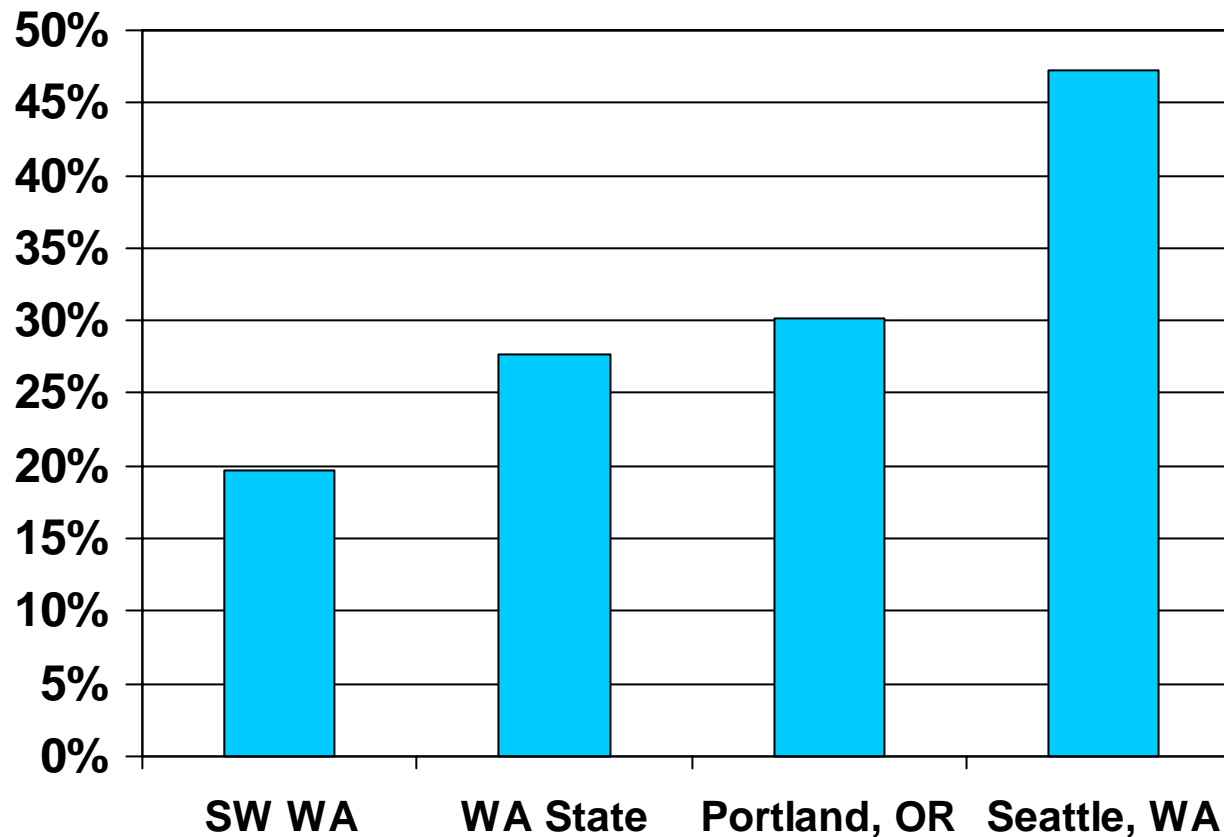
Source: Office of Financial Management Forecasting Division

AA Degree Attainment



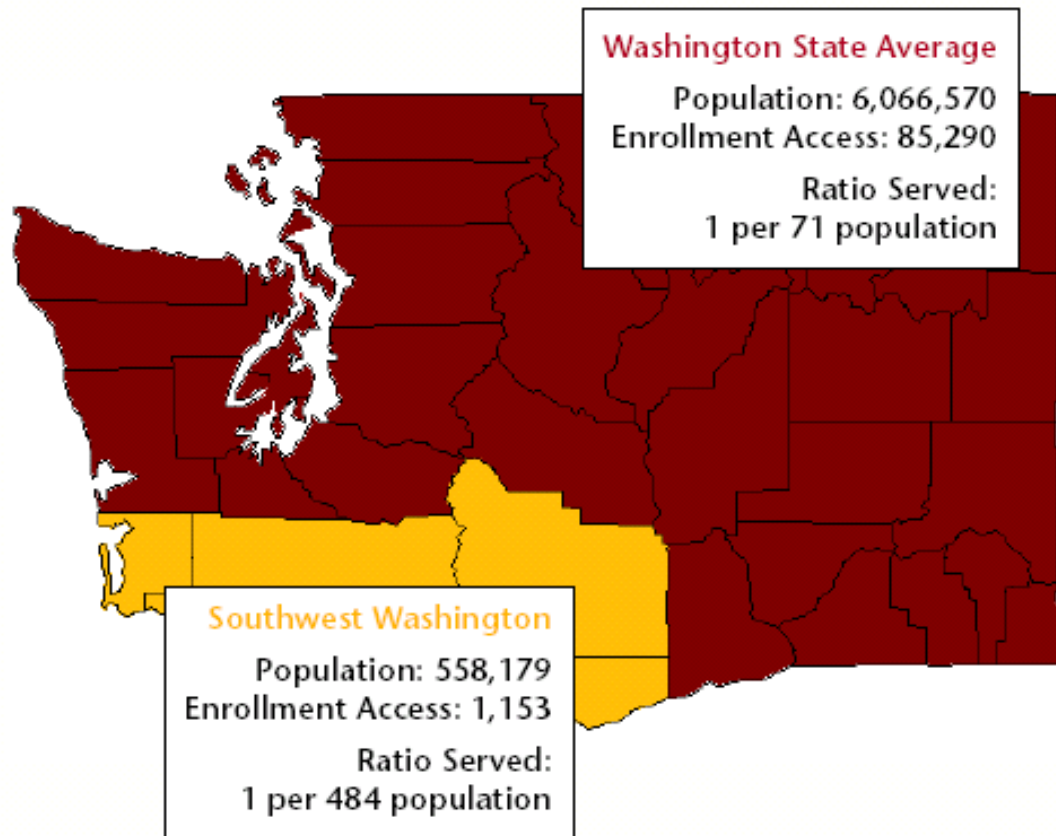
Source: US Census 2000

BA/BS and above Degree Attainment



Source: US Census 2000

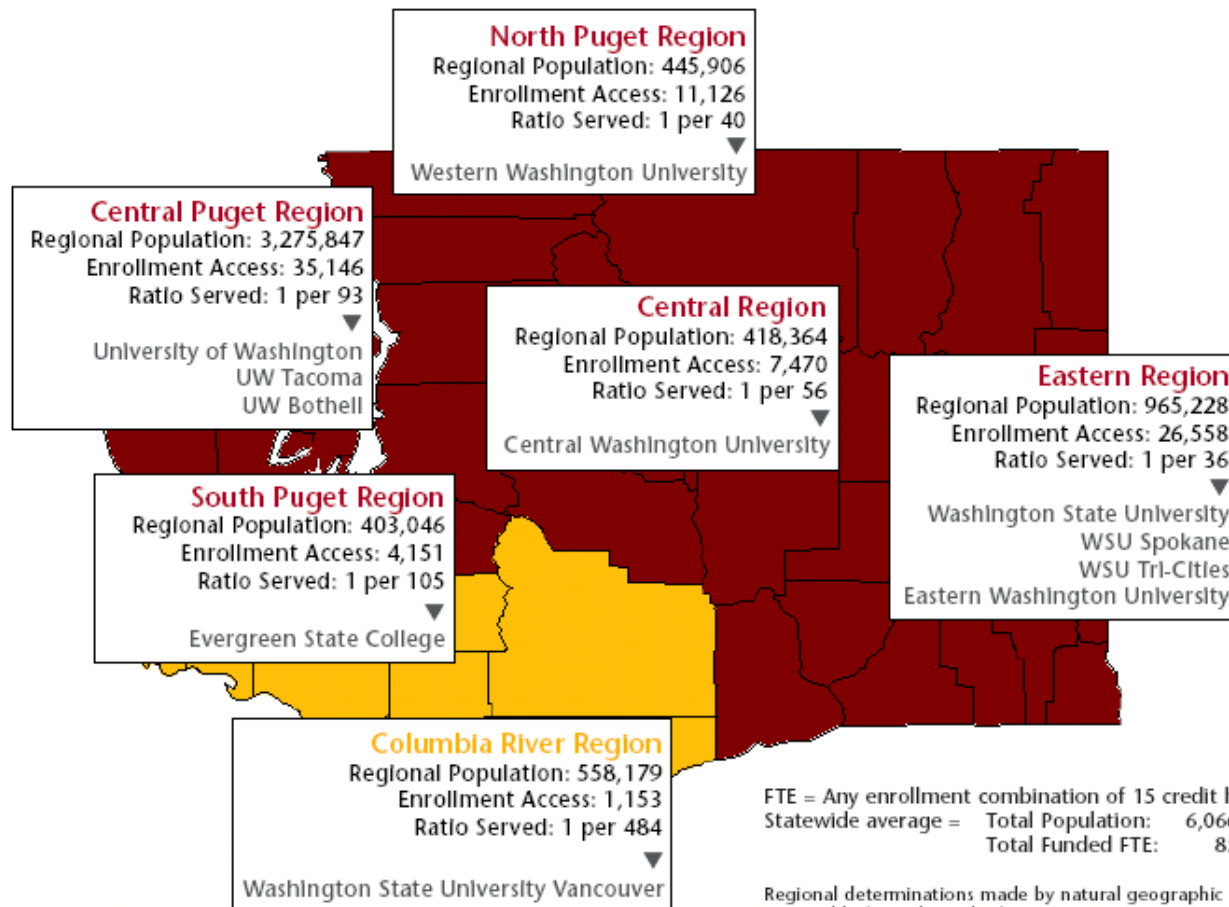
2003 Baccalaureate Access for Southwest Washington



Population: Census 2000
2002-2003 Budgeted FTE: OFM Higher
Education Enrollment Statistics May 5, 2002

State of Washington Higher Education Access

State Funded FTEs at Public Universities & Colleges : Population
Washington State Average = 1:71

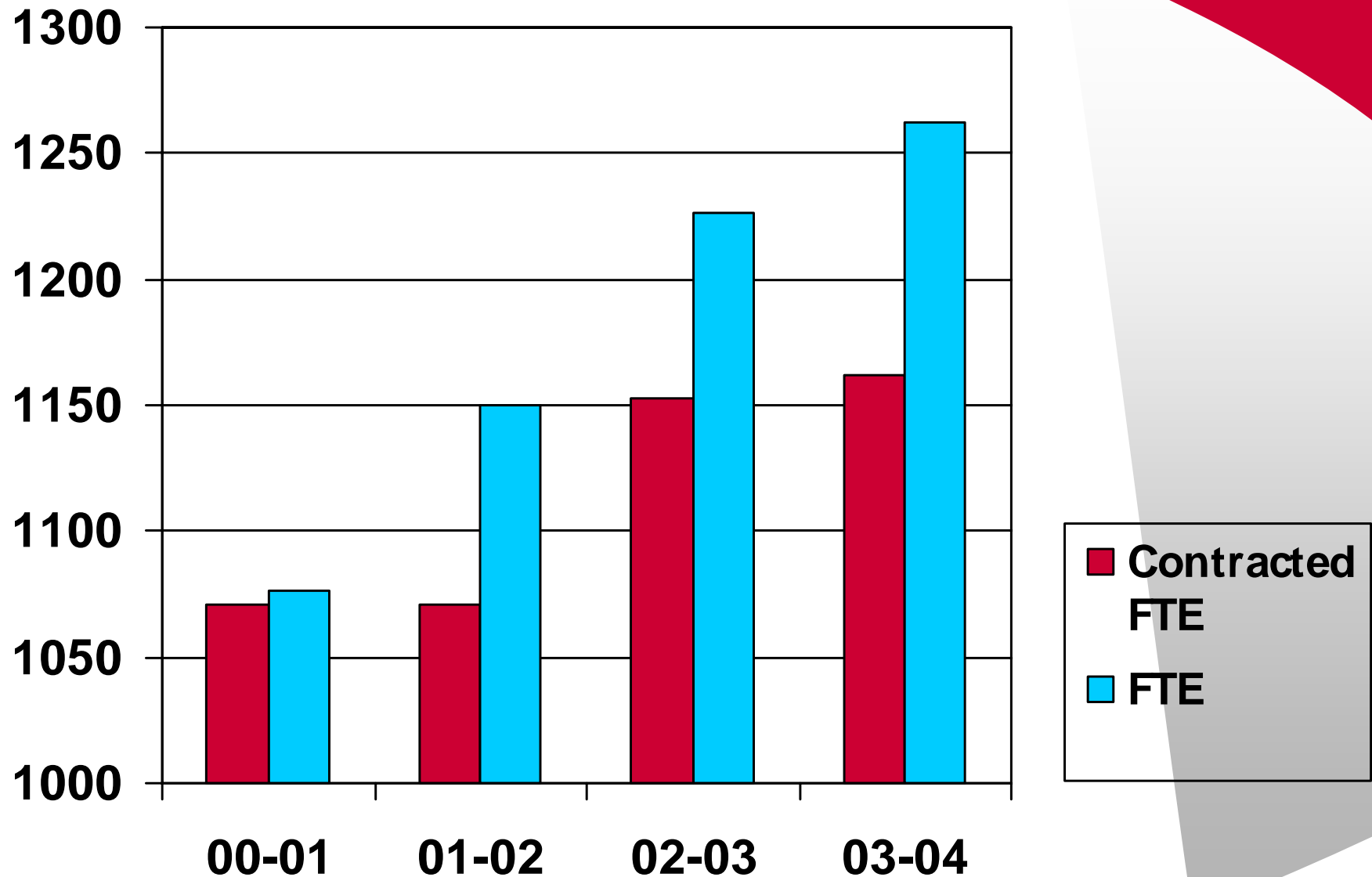


Educational Alternatives

- WSU Vancouver is only public baccalaureate campus south of Olympia
- Limited degree offerings
- 2+2 is the only path
 - 1+3 is not available
 - 4 year option is not available

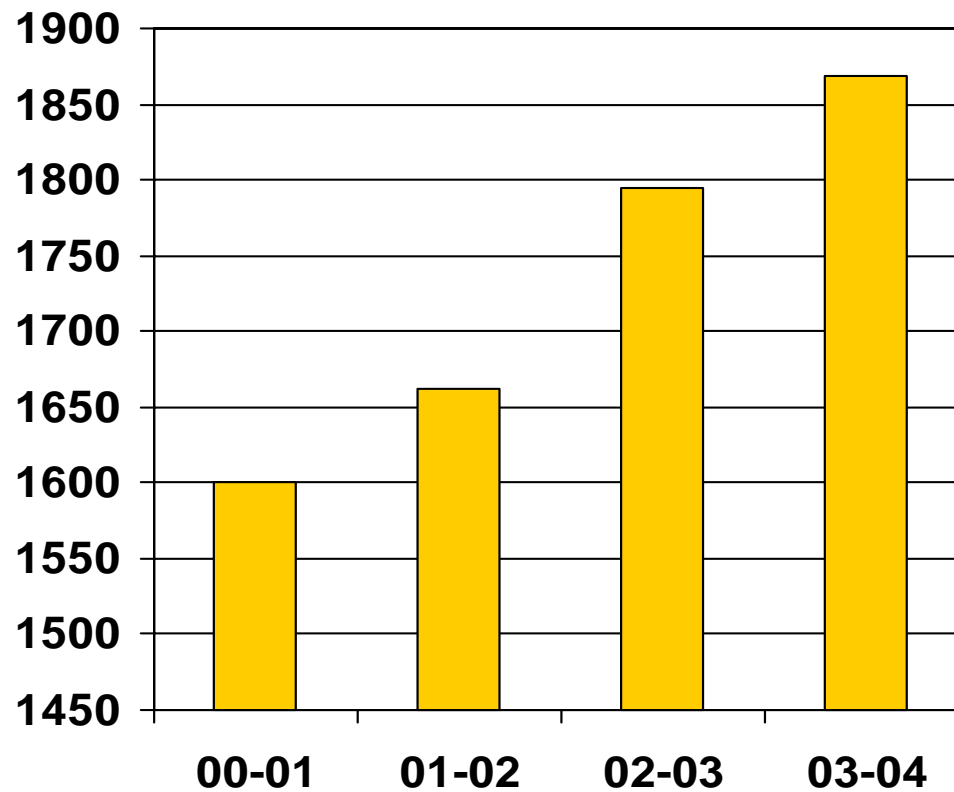
Recent Campus Initiatives

- Clark College Building on WSU Vancouver Campus
- Co-Admissions Program
- Engineering and Science Institute
- Blended Degree Program



Source: US Census 2000

Headcount

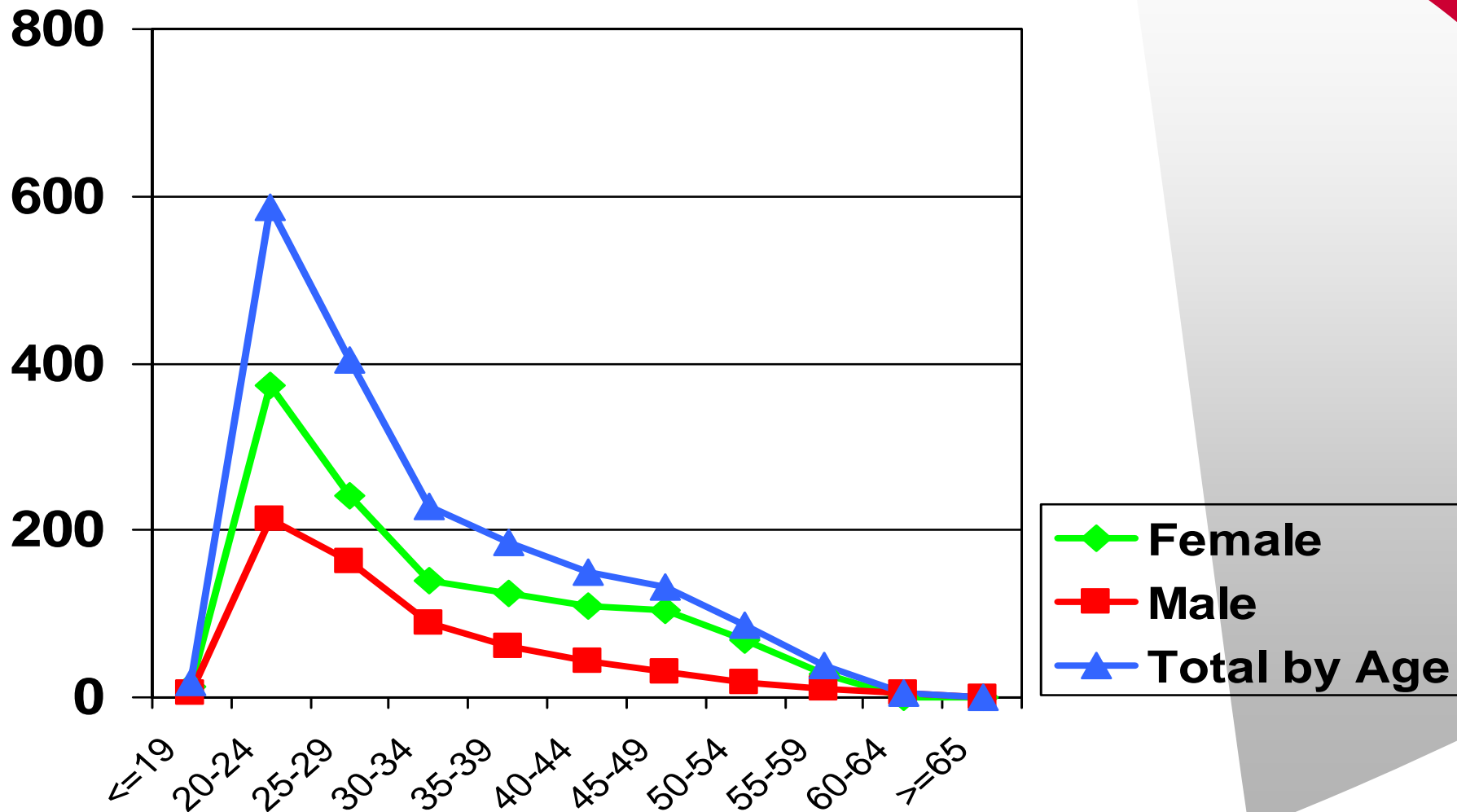


Source: US Census 2000

Student Profile

- Enrollment:
 - 52% full time
 - 48% part time

Spring 2004 Age & Gender



Undergraduate Program Offerings

- **Bachelor's of Arts**

- Anthropology
- Business Administration
- Computer Science
- Digital Technology and Culture
- Education
- English
- Human Development
- Humanities
- Public Affairs
- Social Sciences

- **Bachelor's of Science**

- Biology
- Computer Science
- Mechanical Engineering
- Nursing
- Psychology

Graduate Program Offerings

- Business Administration, MBA
- Environmental Science, MS
- History, MA
- Mechanical Engineering, MS
- Nursing, MN
- Public Affairs, MPA
- Education, Ed.M
- Teaching, MIT

Professional Certificate Offerings

- Accounting
- Finance
- Health Care Policy
- Human Resource Management
- Management Information Services
- Manufacturing Engineering
- Professional Writing

Washington State University System

- A system of 4 campuses
- System-wide faculty
- Separate student bodies
- Each very different from each other
 - Curricular offerings
 - Shaped by the local community

Academic Niche

- WSU Vancouver is becoming an urban or metropolitan institution committed to serving the community.
 - A type of institution that is orthogonal to the Comprehensive – Research Dimension
 - A type of institution that does not really exist in Washington State

Characteristics of a Urban University

- Community Engagement
 - Active in metropolitan issues: healthcare, education, criminal justice, arts and culture, urban planning and economic development
 - Education occurs in the community
 - Service Learning
 - Adjunct faculty
- Degree Programs
 - Professional degree programs
 - Non-traditional time/place offerings

- **Diverse Student Body**
 - Community Centered
 - Work & family obligations
 - Ethnicity
 - Support service needs
- **Faculty**
 - Applied research and service with community focus
 - Applied experience among faculty
- **Regional Partnerships**
 - Community agencies
 - Primary and secondary educational systems
 - Public and private sectors

- Examples of Urban Universities

- Wayne State University
- University of New Orleans
- University of Pittsburg

- Urban Universities within multi-campus systems

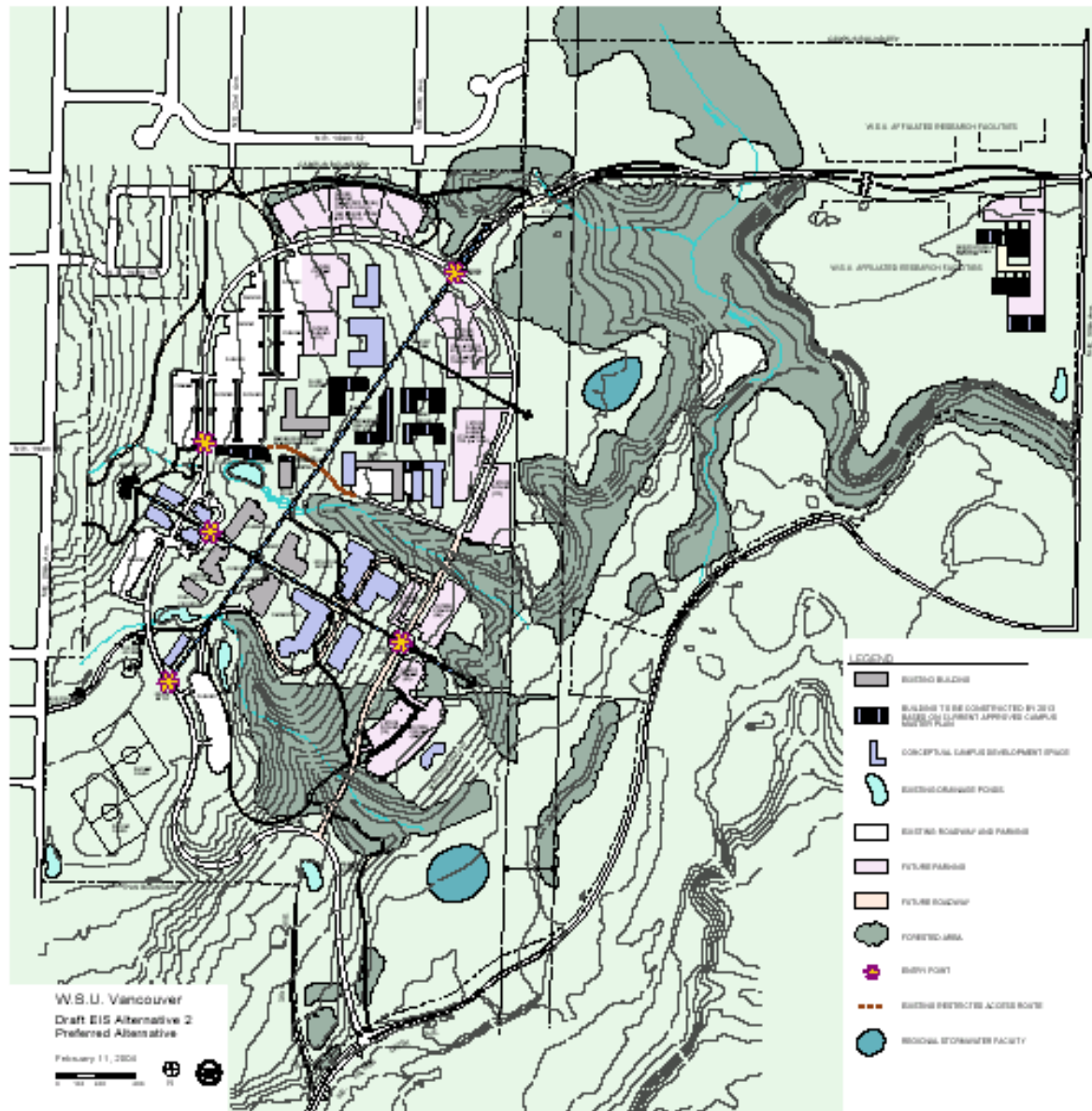
- University of Wisconsin Milwaukee
- University of Illinois Chicago and Springfield
- University of Missouri St. Louis
- University of Colorado Denver and Colorado Springs

Campus Capacity

- Campus
 - 351 acres
 - 281 buildable acres
 - Pullman campus: 360 acres
- Build out capacity = ?

Campus Capital Plan

- Master Plan:
10 year plan for campus structured as transfer university. Adjustments made if there is a change in campus structure.
- Preferred Alternative:
 - Anticipates an average enrollment increase of 12% annually through 2013, and 9% from 2013 thru 2023.
 - Total campus area to 1,250,000 gsf by 2023.
Student population could reach 9,000 FTE / 14,050 HC
 - Small residential component (~ 25 units) for visiting faculty and graduate students



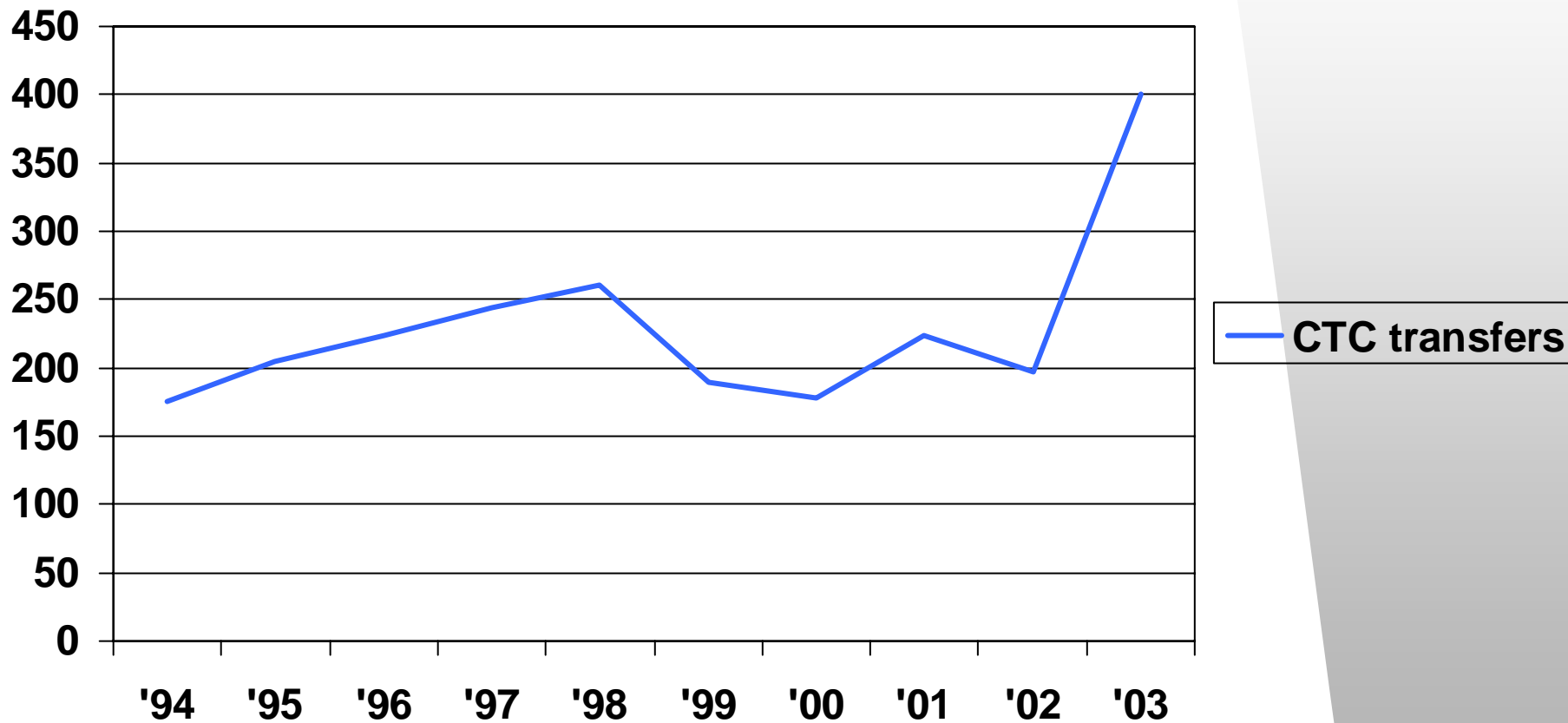
Closing Remarks

- Growing population base
- Limited educational options
- Continuing emergence of role in community:
New type of institution?

Overview

- Southwest Washington Community
- Educational Characteristics
- WSU Vancouver Student Profile
- WSU Vancouver Program Offerings
- Academic Niche
- New Initiatives
- 10 year Capital Plan and Campus Capacity
- Closing Remarks

CTC Transfers to WSU Vancouver



Source: WSU Vancouver HEER Report